LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter School - San Diego
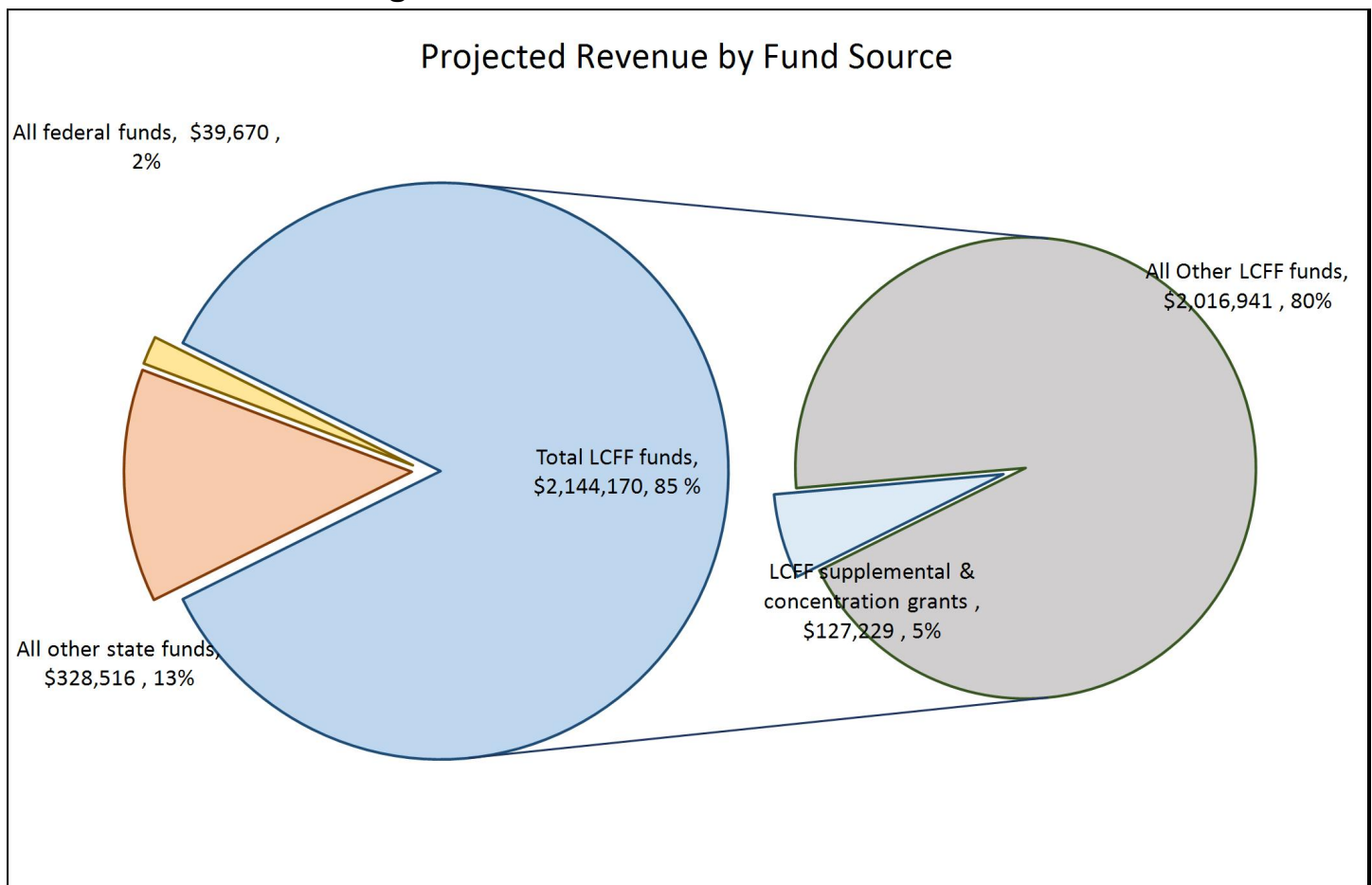
CDS Code: 37-75416-0132472

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Kurt Madden, CEO

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $39,670 , 2%

All Other LCFF funds, $2,016,941 , 80%

Total LCFF funds, $2,144,170, 85 %

LCFF supplemental & concentration grants , $127,229 , 5%
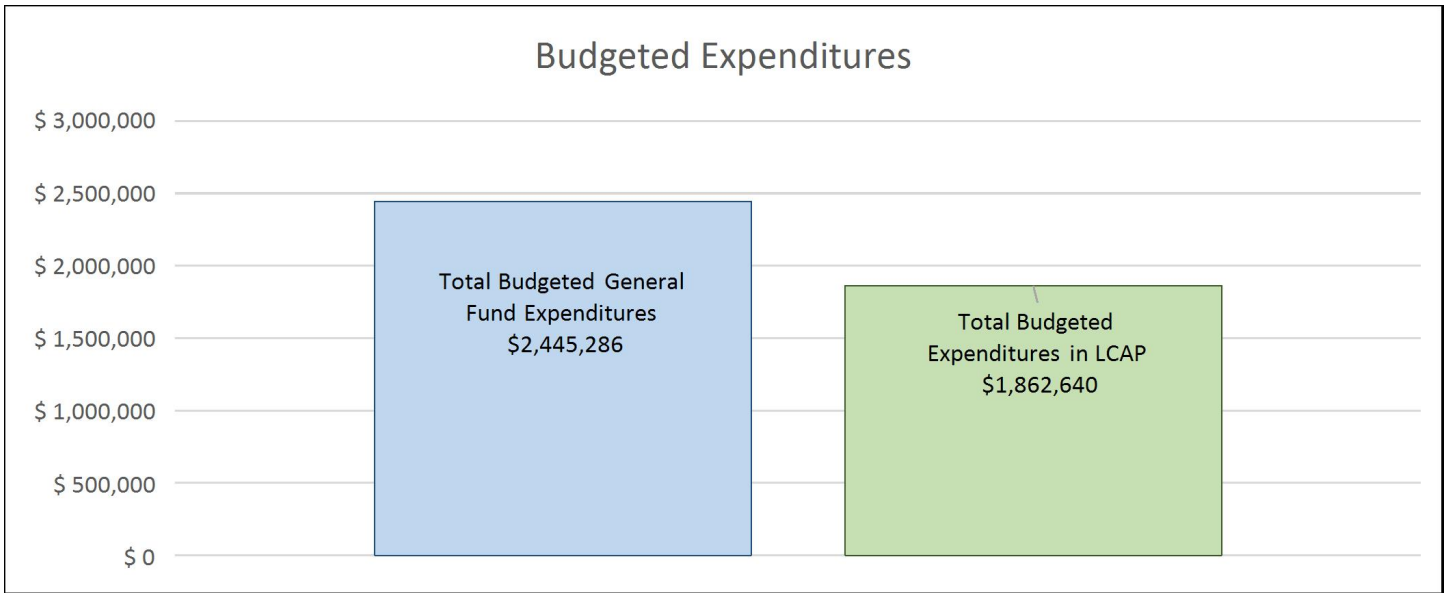
All other state funds, $328,516 , 13%

This chart shows the total general purpose revenue California Pacific Charter School - San Diego expects to receive in the coming year from all sources.

The total revenue projected for California Pacific Charter School - San Diego is $2,512,356, of which $2,144,170.00 is Local Control Funding Formula (LCFF), $328,516.00 is other state funds, $0 is local funds, and $39,670.00 is federal funds. Of the $2,144,170.00 in LCFF Funds, $127,229.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

Total Budgeted General Fund Expenditures $2,445,286	Total Budgeted Expenditures in LCAP $1,862,640

Chart y-axis values: $0, $500,000, $1,000,000, $1,500,000, $2,000,000, $2,500,000, $3,000,000

This chart provides a quick summary of how much California Pacific Charter School - San Diego plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

California Pacific Charter School - San Diego plans to spend $2,445,286.00 for the 2019-20 school year. Of that amount, $1,862,640.00 is tied to actions/services in the LCAP and $582,646 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
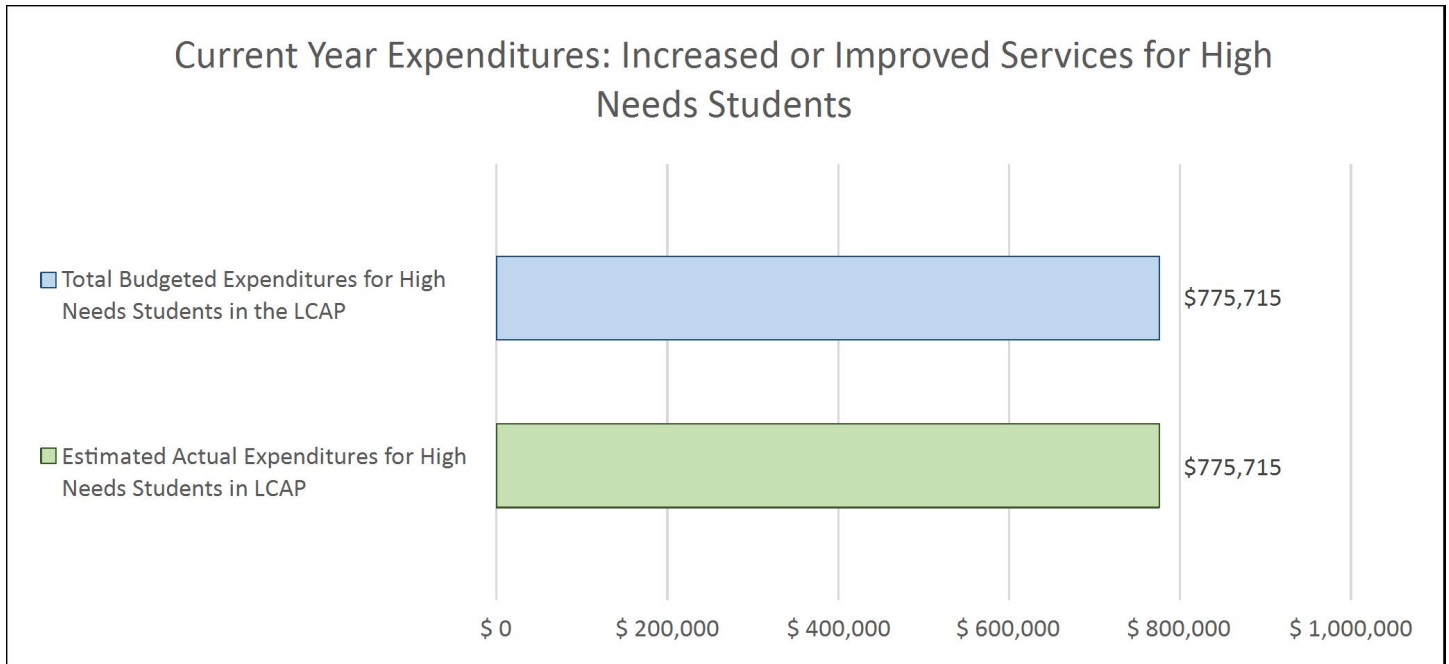
General Fund Budget Expenditures for the LCAP year not included in the LCAP may be used for: Basic services and other operational expenses, rentals, leases, and other Core program expenditures such as field trips.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, California Pacific Charter School - San Diego is projecting it will receive $127,229.00 based on the enrollment of foster youth, English learner, and low-income students. California Pacific Charter School - San Diego must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, California Pacific Charter School - San Diego plans to spend $127,229.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$775,715
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$775,715

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000

This chart compares what California Pacific Charter School - San Diego budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Pacific Charter School - San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, California Pacific Charter School - San Diego's LCAP budgeted $775,715.00 for planned actions to increase or improve services for high needs students. California Pacific Charter School - San Diego estimates that it will actually spend $775,715.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LEA Name	Contact Name and Title	Email and Phone
California Pacific Charter School - San Diego	Kurt Madden CEO	kmadden@cccs.education 760-494-9646

2017-20 Plan Summary
The Story

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

California Pacific Charter School – San Diego
Mission Statement

Our mission is to create a diverse and individualized learning environment that supports every student and strengthens relationships between families, programs, authorizers, and the community. With a strong foundation of award-winning educator experience, we provide organizational and professional support to charter programs so that they can focus on creating customizable learning for any student.

Vision
CPCS will harness the power of a flexible learning environment and modern educational technology to serve learners with diverse backgrounds and goals who seek an education alternative that stimulates and supports independent learning. Through the power and flexibility of its standards-based online and home study curriculum, combined with superior individualized support, CPCS will provide an inspirational learning environment with enriched and rigorous academics and high standards to empower students to become self-motivated and competent life-long learners who will make a positive impact in their communities.

About California Pacific Charter School - San Diego

California Pacific Charter School – San Diego is an independent study charter school with its main office in Newport Beach, California. The school is chartered through Warner Unified School District in San Diego County. Students in this school reside in San Diego, Imperial, Riverside, and Orange Counties.

Demographics
On CBEDS day 2018-2019, California Pacific Charter San Diego reported an enrollment of 1133 students. This includes the enrollment of 29.9% socio-economically disadvantaged, 2.1% English Learners, and 9.1% Special Education student populations.

CPCS serves a diverse community of students and parents due to the nature of independent study. CPCS offers two independent Home Study Models of education: Excel Academy and Sage Oak (TK-12th). Parents' purchase approved educational materials and services using instructional funds provided by CPCS; and, together with a teacher, student's work through grade level state standards with pre-approved curriculum options. Families meet monthly with the teacher to provide work samples that show evidence of the scholastic progress being made.

The Cal Pac online option is for families looking for a more packaged curriculum and teacher-supported environment. Online teachers are available to students synchronously and asynchronously by phone, email, instant message, and in the virtual classroom. Students log in to their Learning Management System to access their online work, and teachers grade, give feedback, and provide live session lectures and support in virtual classrooms throughout the week.

Accomplishments
CPCS offers introductory courses for 2 CTE pathways: Business and Information Technology. Further, we established an extensive UC a-g course list.

CPCS has expanded AVID into High School, and is now offering the AVID elective to 7-10th grades. We expanded our course catalog to offer Honors and AP courses. CPCS is setting higher standards in hopes of graduating more students who are college and career ready as evidenced through students graduating with A-G requirements met and/or who have completed a CTE pathway.

Western Association of Schools and Colleges (WASC) Accreditation
Recently, the California Pacific Charter School participated in a WASC self-study process that resulted in a 6 year accreditation for our school. WASC accreditation assures our school community that the school's purposes are appropriate and being accomplished through a viable program and that California Pacific Charter School is a trustworthy institution for student learning and is committed to ongoing improvement. Accreditation also validates the integrity of our programs and transcripts.

LCAP Highlights

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

Goal 1 Student Learner Outcomes

Metrics:
- Curriculum Assessments (CAASPP, LCFF Evaluation Rubrics)

- ELPAC

Major Actions:
- Continue evaluation of students' academic performance
- Continue monitoring EL, LI, FY, SWD for proficiency
- Continue 100% access to materials/learning experiences aligned to state standards
- Training/Professional Development on use of rubrics, achievement data, and targeted interventions
- Training/Professional Development on ELD Instruction, SDAIE, EL Master Plan, reclassification
- Training/Professional Development teaching students with disabilities, on successful strategies and

Intervention practices that produce large outcomes

Goal 2 Positive School Climate and High ADA

Metrics:
- Attendance Rates
- Stakeholder Connectedness Survey Results

Major Actions:
- Credit Recovery Options
- Maintaining Highly Qualified teachers and classified staff

Goal 3 Establishing Connections and partnerships to increase engagement and involvement, to support learning and achievement

Metrics:
- Stakeholder Parent Participation Survey Results
- Stakeholder Safety and Satisfaction Survey Results

Major Actions:
- Meaningful and transparent communication
- Parent input opportunities
- Parent training and workshops
- EL Master Plan training (ELD placement, ELD progress, Reclassification)
- Translated notices, reports, statements

Goal 4 College and Career Readiness and Career Technical Education

Metrics:
- Graduation Rates
- College/Career Prepared Rates

Major Actions:
- College and Career Readiness Program
- Monitor and Support Middle to High School transition to improve Graduation Rates
- Career Technical Opportunities and Career Pathway Opportunities
- AVID and/or AVID enrichment opportunities

- CAASPP/Exam Preparation

Review of Performance

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

Greatest Progress

California Pacific Charter School - San Diego LCFF Dashboard progress indicates 1.5% chronic absenteeism, 0% Suspension, and 0% Expulsion rates. We recognize the importance of student connectedness and engagement to continue achieving low chronic absenteeism, suspension and expulsion rates.

Our CAASPP results demonstrate 70.59% 11th graders met or exceeded standard in English Language Arts which is a 14.8% increase from the 2017 rate of 55.74%.

California Pacific Charter School (CPCS) celebrates 0% suspension and expulsion rate for all student groups.

Our LCAP Input Survey results indicated that 99.3% of our stakeholders agree that our charter provides a Safe Environment for Learning, 96.23% feel Connected to School, Valued and Respected, 99.79% feel engaged with opportunities for input and 98% have Overall Satisfaction with the California Pacific Charter School - San Diego program. To continue the growth of our high connectedness percentage rates, our LCAP Goal 3 focuses on establishing connections and partnerships with families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. We believe that effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making.

Western Association of Schools and Colleges (WASC) Accreditation
Recently, the California Pacific Charter School participated in a WASC self-study process that resulted in a 6 year accreditation for our school. WASC accreditation assures our school community that the school's purposes are appropriate and being accomplished through a viable program and that California Pacific Charter School is a trustworthy institution for student learning and is committed to ongoing improvement. Accreditation also validates the integrity of our programs and transcripts.

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

Greatest Needs

In English Language Arts, Students with Disabilities performed 57.1 points below standard, declining 11.1 points from the prior year.

In Mathematics, Students with Disabilities performed 94.2 points below standard, declining 15.3 points from prior year.

Steps we will take to promote and improve student performance:

1.2 Monitor students with disabilities for proficiency on state and local assessments to ensure academic success or refer to the RTI, SST or IEP team.

1.6 Teacher and parent training for teaching students with disabilities, on successful strategies and interventions.

4.5 Ensure all students have opportunity for test preparation specifically low income, EL, Foster Youth and students with disabilities.

CPCS Participation Rate

California Pacific Charter School recognizes that to help all students achieve, interpreting multiple sources of student data, including CAASPP results, provides us with information to ensure effective data-based decision making. Due to the nature of our independent study and online charter, to meet the state required 95% participation rate, we encourage participation in CAASPP testing by preparing students with standards aligned instruction, highly qualified teacher support, live online test prep sessions as well as and providing testing sites that are safe, secure and convenient. Overall, CPCS-SD had a 2018 participation rate of 90; our goal is to meet the 95% participation rate. The participation rates of our subpopulations were: English Learners- (number too small to be reportable), students with disabilities, 76% and socio-economically disadvantaged students, 87%.

CPCS Graduation Rate

Student graduation from high school is an important indicator of school success and one of the most significant indicators of student college and career readiness. Achieving high cohort graduation rates can be challenging for us due to the frequency with which students transfer in and out of CPCS and due to the fact that our students often come to us already credit deficient. When these students enroll in our school they are often not on track to graduate within the four year cohort parameters. These students typically enroll in our credit recovery program option with a goal of catching up on required coursework. Though CPCS showed a 58.3% 4 year cohort graduation rate during the 2017-2018 school year and an additional 12.5% of students in this cohort were still enrolled in our school and actively working toward earning a High School Diploma. We had 1.4% GED completers, 1.4% CHSPE completers and 26.4% students that dropped out. By creating a safe and supportive school climate, with guidance and mentorship from skilled and caring teachers and counselors, strategies designed to prevent failure and boost graduation rates are provided.

Steps we will take to promote student graduation:

Goal 4: We will ensure that students are on-track to graduate from high school and have access to College-Career Technical education.

4.2 Students transitioning from middle to high school will be monitored to keep students "on-track" to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.

4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness.

4.6 Review student transcripts for an intersession option for students to make up missed credits. (All Students)

CPCS Performance Indicator (PIR) participation rate did not meet the 95% for all students with disabilities. As a result, a PIR plan was written and is submitted with this LCAP. The PIR team consisted of the following: SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers. The improvement strategies are outlined in the PIR plan and will be monitored and evaluated for progress by the PIR team and monitored during the LCAP Annual Review process. LCAP 1.7 Review of the Performance Indicator Review plan will be monitored for progress of the planned strategies/activities to improve the 69.77% participation rate of SWDs in ELA and 74.42% Mathematics CAASPP tests.

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

Performance Gaps

Graduation Rate: Socioeconomically Disadvantaged in "RED" with 48.8% graduated, ALL Students in "RED" with 58.3% graduated, resulted in being identified for Comprehensive Support and Improvement (CSI) based on not meeting the Federal, Every Student Succeeds Act, Graduation Rate measure of a 67% averaged over two years. A Comprehensive Support and Improvement Plan (CSI) that includes evidence based practices (EPBs) is included with this LCAP.

Our focus is to increase Graduation and College/Career prepared rates for All Students and Socioeconomically Disadvantaged groups.

Steps we will take to promote student success and increase rates:
4.1 Develop a comprehensive College and Career readiness program that helps align student strengths and interests to post-secondary goals; increase Career Technical opportunities to prepare students for the 21st century workforce and global competencies.
4.2 Students transitioning from middle to high school will be monitored to keeps students "on-track" to graduate from high school by monitoring attendance, providing collective support from teachers for academic success and raising the academic bar.
4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness.

Comprehensive Support and Improvement

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

Schools Identified

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

California Pacific Charter School - San Diego

Support for Identified Schools

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

The LEA must provide a summary of how it supported school site staff regarding the local needs assessment included in the School Plan:

Support for Identified School

Support with data was provided by the Director of Student Services and support with aligning with the LCAP and actions/services and the writing of the plan was provided by the Special Projects Coordinator.

Stakeholder meetings were held to share the LCAP draft that included the CSI plan and information concerning CPCS not meeting the graduation rate in the LCAP's Greatest Needs section. Parent, teacher/staff, and Board of Directors meetings were held not only to inform them of the CSI status but to provide opportunities to review the plan and give input.

Board of Directors Meeting: 11/18/19, 4/11/19, 6/13/19, Parent/Teacher Meeting: 3/20/19

A brief description of the kinds of data examined and how the LEA supported school site staff in the development of the School Plan:

To identify the areas that need to be addressed to support student progress toward graduation and to increase our graduation rate, we reviewed the data available on the LCFF Dashboard to review ethnicity and student group graduation rates to identify student groups to monitor. School Wide goals are addressed through the monthly collection and analysis of various data by teachers. Support included data support from the Director of Student Services and LCAP goals and action steps that support ensuring that students are on-track to graduate was provided by the Coordinator of Special Projects. The Board of Directors meets monthly to be brought up to speed on current school progress. Achievement data is shared, as well as the school's proposed action, to address any barriers to learning or gaps in achievement. The board and the CEO then work with staff to create goals and plans and allocate resources (funding, materials, or teachers) to address the needs.

Describe how the LEA supported the school site staff regarding the local needs assessment included in the school Plan:

Needs Assessment for California Pacific Charter School

At CPCS, it is a priority that the staff have the opportunity to weigh in on school practices that impact student learning. Teachers have the opportunity to serve on the Teacher Advisory Council and are encouraged to provide feedback during monthly meetings with administration which are held regularly. In collaboration with the Program Director and support staff, the LCFF Dashboard provided the data that was reviewed as identifying California Pacific Charter School as not meeting the 67% graduation rate. Support included data support from the Director of Student Services and LCAP goals and action steps that support ensuring that students are on-track to graduate was provided by the Coordinator of Special Projects.

Based on the review of the needs assessment data, a focus on increasing the ALL students and Socioeconomically Disadvantaged student graduation rate to move them from the RED performance level requires monitoring of student's work records and assessments. Providing-evidence based interventions based on student need(s) in a timely manner to support student success and course completion will help students to stay on-track to meet graduation requirements.

Moreover, the 5 year graduation rate for Hispanic, English Learners, Students with Disabilities, and Homeless students graduation percentage rates are below 50% and their work records and course completion requires monitoring during their transition from 9th through 12th grades.

Root cause analysis:
CPCS receives students who transfer into the program as 11th, 12th or 2nd year seniors who are credit deficient, meaning that they are 60 or more credits away from graduating. This contributes to a larger senior class every year and impacts the percentage of graduates.

Four Year Adjusted Cohort Graduation Rate
Cohort Students
Hispanic 41 Cohort Students, Regular HS Diploma Graduates, 11, Cohort Graduation Rate 26.8%
White 34 Cohort Students, Regular HS Diploma Graduates 20, Cohort Graduation Rate 58.8%

Five Year Graduation Rate
The percentage of students who entered 9th grade for the first time in 2013-14 school year who received a high school diploma within five years of entering ninth grade. This includes students who graduated in four or five years.
All Students: 48.3%, African American 50%, Asian 100%, English Learners 20%, Foster Youth 50%, Hispanic 37.8%, Homeless 30%, Two or More Races 50%, Socioeconomically Disadvantage 40.9%, Students with Disabilities 18%, White 61.1%.

Graduation Rate 2017
(0 Student Groups)
ALL Students - No Performance Color, 52.6% graduated
Number of students: 76

Graduation Rate 2018
All Students -Red, 58.3% graduated
Number of students: 72
Socioeconomically Disadvantaged - Red, 48.8% graduated
Number of students: 43

Chronic Absenteeism Grade Span: 9th - 12th
Review of the chronic absenteeism rates of our 9th - 12th students shows that the Hispanic and White ethnic groups have a significant chronic absenteeism count. We recognize that students that attend school regularly have been shown to be engaged, achieve at higher levels and graduate from high school. Our LCAP Goal 2.1 Focus on school climate and student engagement and increase our ADA by decreasing our chronic absenteeism requires that we also monitor student attendance during the monitoring of student's work records and identify how to support student attendance.

A brief description of how evidence-based interventions were identified and selected:
At California Pacific Charter School - San Diego, it is a priority that the staff have the opportunity to weigh in on school practices that impact student learning. Teachers have the opportunity to serve on the Teacher Advisory Council and are encouraged to provide feedback during monthly meetings with administration which are held regularly. Evidence Based interventions were identified through a collaborative effort of the Program Director, Support Staff and LCAP Coordinator to determine the resources available and goals and actions in the LCAP that support the CSI plan. Through a collaborative effort, the Program Director and teachers identified and shared best practices that teachers identified as yielding good results with their students; moreover, accessing, the SDCOE Multi-Tiered System of Support (MTSS) and the CDE MTSS websites provided guidance in identifying evidence-based interventions that would support identified student groups.

A brief description of how resource inequities were identified, which may have been through a needs assessment and/or a review of school level budgets:

California Pacific Charter School - San Diego does not receive Title 1 funds; however, the estimated supplemental and concentration grant funds of $127,229.00 in the CPCS LCAP supports the identified evidence-based interventions that addresses the needs assessment of ensuring that Socio-economically Disadvantaged students, English Learners, Students with Disabilities, Foster Youth and Homeless students are on track to graduate from high school. The $2,144,170.00 LCFF supports All CPCS students in providing highly qualified teachers, curriculum, textbooks, materials, supplies, Professional Development/Trainings, technology/communication and all school related costs that supports student performance.

MTSS: Setting higher expectations for students and intervention services that are sustainable based on standards-aligned curriculum and instruction, and graduation requirements.
Persons Responsible/Timeline: Program Director and Teacher of Record, Weekly staff teacher/student/parent meetings, bi-weekly/monthly staff meetings
Resources: LCFF
Methods to measure success: annually - Increase in graduation rates

Professional Development: (LCAP 1.4 Identify professional development opportunities for teachers to equip the with information and resources to better serve their students)
Persons Responsible/Timeline: Teacher and parent training on how to monitor academic success. Teacher training and collaboration on the use of local assessment results to inform teaching. Provide teachers with training that will support students with best practices thus improving student instructional strategies and development of creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.
Resources: LCFF
Methods to measure success: ongoing - parents are reporting success, teachers are sharing best practices, teachers are reporting observations of student progress.

Check and Connect incorporates routine monitoring to track student performance and provides personal guidance to increase students' sense of engagement:
Proactively identify at-risk students.
LCAP 1.1 Evaluate students levels of academic performance and provide targeted interventions
Support Struggling Students
Persons Responsible/Timeline: Teacher of Record, Weekly teacher/student/parent meetings
Focus on transitioning freshman students (LCAP 4.2 Students transitioning from middle to high school will be monitored to keep students "on-track" to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school).
Methods to measure success: Monitoring of teacher of record meeting calendar, Monitoring of students identified as being "at-risk" of achieving grade level standards, LCAP AR, Students are completing courses, Students are on-track to graduate

Registrar: Administrative professional whose duties include the maintenance of student records, grades, and transfer information to ensure that students are on track to graduation and college readiness.
"As the school official responsible for maintaining the academic records of its students, the Registrar plays a critical role and has specific opportunities to help the school, and its students, achieve positive and desired outcomes," credentialssolutions.net.
Persons Responsible/Timeline: Program Director, Counselor, Registrar, monthly/trimester
Methods to measure success: Program Director review of the process of monitoring of students on-track to graduate and steps taken to ensure students are on-track to graduation and college readiness.

Students are on-track to graduate

Counselors: Integral to the total educational program by implementing a comprehensive school counseling program to support students through completing required high school graduation requirements and credit recovery as needed. School counselors provide counseling programs in three domains: academic, career, and personal/social. Their services and programs help students resolve emotional, social, or behavioral problems and help them develop a clearer focus or sense of direction.
"Effective counseling programs are important to the school climate and a crucial element in improving student achievement," cde.ca.gov.
Persons Responsible/Timeline: Program Director, Counselor, As needed/Ongoing
Resources: LCFF
Methods to measure success: Program Director review of the process being implemented to support students in completing required high school graduation requirements. Students are on-track to graduate

YUP Tutoring: YUP offers 24/7 instant access to homework help with no scheduling needed - entirely via mobile messaging app. Every student is supported with a personal tutor at their own pace. Tutors are continuously trained and all sessions are evaluated in order to maintain the highest quality teaching standards.
Persons Responsible: Teacher of Record, as needed/Ongoing
Resources: YUP tutoring services
Methods to measure success: Monitoring the effectiveness of the YUP tutoring as evidenced by student progress in area(s) of need. Students are completing courses. Students assessment results are improving

Response to Intervention for students scoring 2 years or more below grade level per the i-Ready assessment:, ELA: Reading Students, IXL, FEV Virtual 1 - on - 1 Math Tutoring
Persons Responsible: Each learning period meeting, Teachers of Record following the What I Need (WIN) for their students by checking in on their use of interventions, progress in the curriculum, providing mini-lessons, and giving assessments to monitor progress.
I-Ready
Teacher of Record assessments 3 times a year in phonemic awareness, phonics, reading fluency, reading comprehension.
Assessments in math fact fluency
TOR's math chapter test scores and pacing 3 - 6 times per year.
Methods to measure success: Decrease in number of students below grade level.

Teacher and parent training on how to monitor academic success.
Teacher training and collaboration on the use of local assessment results to inform teaching.
Provide teachers with training that will support students with best practices thus improving student instructional strategies and development of creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. "Effective professional development as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes," learningpolicyinstitute.org.

Monitoring and Evaluating Effectiveness

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

How will we monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement:

Evaluating the effectiveness of the CSI plan will be an ongoing process that includes weekly teacher monitoring of student work and course completion. The LCAP input survey and annual review of the Goal and action steps that focus on ensuring students are on-track to graduate from high school are created by the Special Projects Coordinator, and distributed by the Program Director at Parent and Teacher meetings. Data from the input surveys and input meetings are collected by the Special Projects Coordinator and shared with the Program Director and reported to the Board of Directors.

Stakeholder LCAP Input Survey: November 2019 - March 2020.
CSI Plan Monitoring/evaluating Updates: June 2019, January 2020, March 2020, May 2020
Survey Results Meetings: May 2020.
Stakeholder Annual Review and Survey Input Meetings: March 2020, May 2020

LCAP Goals and Actions that support the CSI plan

LCAP Goal 1: We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners, and other unduplicated student groups and students with disabilities.

LCAP 1.1: We will increase the academic achievement of ALL students by engaging in in-depth analysis of student assessment to provide effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics through database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.

LCAP 1.2: Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team.

LCAP 1.3: All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content.

LCAP 1.4: Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

LCAP 1.5: Provide teacher and parent training, learning opportunities and workshops on a variety of topics for example: Teaching students with disabilities, ELD progress, SDAIE strategies, Literacy at Home, Common Core.

LCAP 4.1: Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals as measured by the California School Dashboard and accountability system; and, increase Career Technical Education opportunities and connect high school/young adults to community resources and agencies. (WASC)

LCAP 4.2: Students transitioning from middle to high school will be monitored to keep students "on-track" to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.

LCAP 4.3: Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness.

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

Based on the review of the needs assessment data, the Special Projects Coordinator and Program Director will monitor and evaluate CPCS's ALL students and Socioeconomically Disadvantaged student graduation rates by inquiring about the monitoring of student's work records and assessments and the results as determined by student progress in course completion (see table below for timeline). The Special Projects Coordinator will inquire and provide support concerning the Hispanic, English Learner, Students with Disabilities, and Homeless students progress through the Program Director's monitoring of progress of their work records and course completion and through the LCAP annual review.

Are the Interventions Working? How will we know?

Student achievement is measured through standardized tests, course completion, informal assessment, portfolio samples, graduation rates, and various other formative and summative assessments. When a need is identified that is school wide or among particular subgroups, all school stakeholders get involved. Administration meets with teachers to discuss and implement interventions to address the needs of students. Some interventions that have been implemented from data driven analysis are the intervention programs and the high school program.

In collaboration with school Director and support staff, the LCFF Dashboard provided the data that identified California Pacific Charter School as not meeting the 67% graduation rate. Based on this data, student groups will be monitored and provided with timely support as demonstrated in the LCAP goals and action steps and by the progress reports listed below. Evidence of the effectiveness of student support and improvement will be monitored and evaluated through the LCAP Annual Review, teacher learning period reports, course completion, counselor and registrar monitoring and reporting.

Annual Data Report: Course completion rates
Monitor: Graduation Rates

Weekly Teacher Reporting: Monitor and report student progress at learning period meetings, Create Action Plan as needed
Monitor: Work Records and Course Completion, Action Plan progress

Monthly Registrar Reporting: Monitor and report student progress during learning period meetings, Create Action Plan as needed
Monitor: Grades, Courses completed to track graduation readiness, Action Plan progress

Ongoing/As Needed: Counselor, Monitor and report student progress, Create Action Plan as needed
Monitor: Completing required high school graduation requirements, Credit Recovery, Action Plan progress

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners, other unduplicated student groups, and students with disabilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP ELA Increase the number of students that have Met or Exceeded standards by 2% each year. **18-19** CAASPP ELA Increase by 2% each year	CAASPP: All Students, 48.69% met or exceeded ELA standards

Expected	Actual
Baseline All Students Met or Exceeded Standards 47%	
Metric/Indicator CAASPP Math Increase the percentage of students that have Met or Exceeded standards by 2% each year **18-19** CAASPP Math Increase by 2% each year **Baseline** All Students Met or Exceeded Standards 27%	CAASPP: All Students, 32.83% met or exceeded Math standards
Metric/Indicator Maintain or Increase LCFF Evaluation Rubric levels **18-19** LCFF Dashboard: ELA/Math Increase +10 pts each year **Baseline** Baseline ELA All Students (543): Low, 19.4 points below standard, Orange ELs (16): Low 26.6 points below level 3 EL-Reclassified (13): Low 38.2 points below level 3 Socio Econ (105): Low, 42.2 points below level 3 SWD (45): Low, 39.3 points below level 3	ELA: All Students (646), 7.8 points below standard, Yellow SWD(67): 57.1 points below standard, Orange Hispanic(184): 26.4 points below, Yellow Socio Econ(182): 26.1 points below, Yellow Asian(58): 25.8 points above, Green Two or more (61): 0.6 points above, Green Reclassified ELs (13): 25.4 points below Math: All Students (649), 43.5 points below standard, Yellow SWD (69) 94.2 points below, Orange White (321) 48.4 points below, Orange Hispanic (185) 62 points below, Yellow Two or More(61) 26.1 points below, Yellow Socio Econ (184) 69.5 points below, Yellow Asian (58) 27.4 points above standard, Green College/Career Prepared Class of 2016: 2.6% prepared Class of 2017: 12.2% prepared Class of 2018: 16.7% prepared

	Expected	Actual

Expected	Actual
Baseline MATH All Students (544): Low, 46.2 points below level 3, Orange ELs Only (16): Medium 8.3 points below level 3 EL-Reclassified (13): Low 28.5 points below level 3 FY N/A Socio Econ (105): Low, 68.3 points below level 3 SWD (45): Low, 68.9 points below level 3	
Metric/Indicator English Language Proficiency Assessments for California Results: ELPAC **18-19** ELPAC Increase percentage of students performing at next performance level; decreasing the percentage at Levels 1 and 2 **Baseline** Baseline developed with 2018-19 ELPAC data	Level 4: Well Developed - 54.2% Level 3: Moderately Developed, 20.8% Level 2: Somewhat Developed- 12.5% Level 1: Beginning Stage - 12.5%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, RTI process, tutor support from approved vendors, time management training with student/parent. Collaboration across departments to streamline intervention process	Progress is tracked through local and state assessments: iReady pre and post and progress monitoring, ELPAC, CAASPP, Assessments within chosen curriculum and courses.	No Cost	Included in 2.2 Certificated Salaries and Benefits LCFF

and to measure the effectiveness of the intervention will be done. (All Students) (WASC)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD) (WASC)	Progress is tracked through local and state assessments: iReady pre and post and progress monitoring, ELPAC, CAASPP, Assessments within chose curriculum and courses. SST/RTI, ELA and Math targeting students 2 or more grade levels behind. Intervention curriculum, teacher led assessments, suggested tutoring and support	No Cost	Included in 2.2 Certificated Salaries and Benefits LCFF

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC) • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting common core standards • Extended School year	We provide equitable access to instructional content Standards based online curriculum is provided Planned learning and accomplished learning is in line with standards as shown on the Assignment and Work Records submitted each learning period. Vendors are vetted, and online learning programs are state standards aligned.	Curriculum, Textbooks, Materials and Supplies LCFF $2,832,691.00	Curriculum, Textbooks, Materials and Supplies LCFF $2,848,605.00

• Digital curriculum aligned to common core Service vendors offering educational opportunities across geographical area	Edgenuity, iReady grades 2 - 11, IXL We recruit and retain qualified and effective teachers We ensure appropriate assignment of experienced and qualified teachers We review data to determine staffing needs

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided. Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students)	Developed a culture of ongoing collaboration and professional growth Administrators are knowledgeable of the curriculum and state standards Collaborate with educational intermediaries to support teacher-driven professional learning models Professional Development and Monthly Staff Regional meetings Rubrics covered in instructional coaching Staff conferences to develop their knowledge of their individual departments	Professional Development LCFF $17,766.98	Travel and Conferences/Professional Development Professional Development LCFF $45,203.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 Provide teacher and parent training, learning opportunities and workshops on a variety of topics;	At-Risk student training for teachers Parent Advisory Council meetings	Included in 1.4 Professional Development LCFF	Included in 1.4 Conferences/Professional

			Development Professional Development LCFF
for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core, and Social-Emotional Learning (SEL). (ALL, EL, SWD, FY, LI) (WASC)	Special Education training with our SPED team Disciplinary policies Training on High School curriculum and guidelines August 2018: Homeroom Best Practices, Student and Parent Outreach, Schoolwide Focus on College and Career Readiness, College and Career Readiness Course, Attendance for non-classroom base programs, Edmentum Assessment Training, Supporting Diverse Student Populations, SST, 504s, IEPs, Communication with Parents, Students, Staff - Best Practices. February 2019: Plagiarism, CAASPP Test Proctor Training, AVID School Wide Focused Note Taking, Adobe Connect March 2019: CAASPP Test Proctor Training		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students)	School leadership fosters a culture of learning in which teachers reflect on their practice and how it connects to student learning and receive meaningful feedback Educators provide messages of high expectations and create opportunities for meaningful student participation...career academies, service learning projects, student-led decision making and leadership	No Cost	Included in 2.2 Certificated Salaries and Benefits LCFF

	Grade level curriculum with instructional strategies connected to the grade level curriculum provided through instructional vendors and state approved parent choice curriculum.

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.

The description of the actual actions and services demonstrate that the program directors and staff have incorporated the goal and action steps in their planning and are providing those services to their students.

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

The ELA and Math results demonstrate our need to continue to closely monitor student progress to identify struggling students and provide them with support to improve their performance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.3 based on enrollment
1.4 conferences/professional development throughout LCAP included in 1.4 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.

Based on the results of our Annual Review and stakeholder input, the following modifications will be made:
Modify 1.1 Evaluate students' levels of academic performance, provide targeted interventions, meeting with the guidance director, curriculum director, RTI process, revisit IEP, and tutor support for students that are struggling.
Modify 1.3: All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content
Modify 1.4: Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents; for example: creation and use of rubrics, student achievement data to inform instruction, identifying the effective targeted interventions for students struggling to meet grade level proficiency.

Modify 1.5: Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: EL progress and reclassification to show our focus on the English learner's progress in all courses, teaching students with disabilities, and literacy at home.

For the basis of monitoring the Performance Indicator Review (PIR) plan, the following actions will be added for the purpose of monitoring and evaluating the PIR plan during the LCAP annual review:

LCAP 1.7 Review of the Performance Indicator Review plan will be monitored for progress of the planned strategies/activities to improve the 69.77% participation rate of SWDs in ELA and 74.42% Mathematics CAASPP tests.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Decrease Chronic Absenteeism by 2% each year **18-19** Chronic Absenteeism Decrease by 2% **Baseline** 10.6%	Chronic Absenteeism: 1.5% (LCFF Dashboard)
Metric/Indicator Strive for 0% Expulsion Rate each year **18-19**	0% Expulsion Rate

	Expected	Actual

Expected	Actual
Expulsion Rate: Maintain 0% **Baseline** 0%	
Metric/Indicator Strive for 0% Suspension Rate each year **18-19** Suspension Rate: Maintain 0% **Baseline** 0%	0% Suspension Rate

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Focus on school climate and student engagement and Increase our ADA by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)	Adopted practices that make all families feel welcome and respected Work with school counselors to promote Credit Recovery availability One on one tutoring, in person support for high school students	No Cost	Included in 2.2 Certificated Salaries and Benefits LCFF

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Recruit and retain highly qualified multiple and single	Intentionally built and sustained respectful and trusting	Certificated Salaries and Benefits LCFF $1,139676	Certificated Salaries and Benefits LCFF $5,416117

subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description.

relationships with staff, educators and families by creating a welcoming and inclusive environment
We maintain the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed. (WASC) (All Students)	Technological devices were provided on an as needed basis: mifi	Computers and Technology Services LCFF $48,572.57	Technology Services, Communication LCFF $28,881.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Frequent contact with parents in order to update them on student progress and notify them of events. (All Students)	Educators communicate regularly to parents and families about opportunities to provide feedback We establish ongoing processes to gather information through regular surveys Teachers meet with students weekly, email, phone, IM, or text to check in on student progress. Annual survey to determine school climate PAC meetings, social media engagement	No Cost	No Cost

	All school events for families to come together with other families and teachers

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.

The overall implementation of the actions/services that we have put into place have been evident in the program director's adopted practices that focus on improving the school climate/culture of their school.

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

The overall effectiveness of the action steps we have in place for creating a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success have demonstrated positive results as reflected in our low absenteeism, suspension and expulsion rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.2 based on enrollment
2.3 based on enrollment/need

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.

NEW - 2.4 We will identify, monitor and support students who are struggling with regular attendance.
NEW - 2.5 Professional Development/Training in Cultural Awareness, Implicit Bias Training, Cultural Competency.
NEW - 2.6 Training in Youth Mental health First Aid and provide access to school and community-based mental health services through counselors and school psychologists.
NEW - 2.7 Address suicide prevention intervention, and postvention (i.e. intervention for the bereaved) for all students through the adoption of board policies, and annual staff traini

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement.

Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Participation/Input Rates Survey Results Maintain or increase by 2% each year **18-19** Increase survey participation rate Increase Connectedness to the school by 2%	525 participants 96.23% feel connected to the school; feel safe, valued and respected

	Expected	Actual

Baseline 238 Participants 92.6% feel safe, valued and respected	
Metric/Indicator Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year **18-19** Increase Overall Satisfaction Rate by 2% **Baseline** 89.6% overall satisfaction rate	98.26% Overall Satisfaction Rate
Metric/Indicator Safety Plan Review and Training **18-19** Annual Safety Plan Review and Training Dates **Baseline** 2/5/18, 2/27/18, 2/9/18	9/2018, 11/2018, 12/2018

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing	CPCS has implemented Teacher and Parent Advisory Councils to seek and accept feedback on the school in all areas. Teacher and parent surveys	Marketing LCFF $21,000.00	Included in 2.3 Technology Services, Communication LCFF

opportunities for participation and input (All Students).	Website, monthly newsletter, teacher weekly emails

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Notification of Surveys, Parent Meetings, Board of Directors Public meetings will be shared in a timely manner through emails, website and other social media schools' sites. (All Students)	PAC meetings are shared on the website and through direct email to students and parents. Board meetings are announced on the website with Board meeting agendas Meetings, surveys and other community meetings are shared via email, facebook, Instagram. Board meetings and agendas are posted on the website and in the main office.	No Cost	Included in 2.3 Technology Services, Communication LCFF

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)	We ensure that parents, students and teachers feel that we are providing a safe, positive, inclusive and welcoming learning environment. We inform parents of our safety and emergency procedures	No Cost	No Cost

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students. (All Students)	The AP department properly vets all newly hired vendors.	No Cost	No Cost

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. Online safety training. (All Students)	The school safety plan was last reviewed, updated and discussed with the school faculty in September 2018. The safety plan may be viewed on request.	No Cost	No Cost

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)	All Spanish Speaking parents are paired with a bilingual teacher; emails and information are translated. Preferred language for communication is now a part of our Intent to Enroll and application process. Translated documents are outsourced and provided to all parents and students in their preferred language.	Certificated Salaries and Benefits LCFF $2,100.00	Certificated Salaries and Benefits LCFF $2,100.00

Action 7

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of operating services by the cabinet members. (All Students)	The Operations of the Charter are maintained and controlled through the management, oversight, and provision of basic operating services.	Miscellaneous Operating Expenses LCFF $1,369,401.89	Included in 2.2 Certificated Salaries and Benefits LCFF

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.

We prioritize providing effective and meaningful transparent communication so that all stakeholders have opportunities for input. The actions/services are all focused on creating an environment/culture of connectedness.

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

Our survey results demonstrate a high percentage of overall satisfaction in our program, indicating that the focus of our actions/services are effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

Based on Stakeholder Input the following modifications will be made:
3.1 will be modified:
We will seek parent input and assess our level of stakeholder engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication with all parents; and, to ensure all parents have opportunities for participation and input. (WASC) (All Students)

3.2 We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Trustee Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of our underrepresented families (All Students)

3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (WASC) (All Students)

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase Graduation Rates by 2% each year **18-19** Graduation Rate: Increase by 2% each year **Baseline** VERY LOW: ALL: 52.6% Homeless: 26.7% Socioeconomic: 49.2% Hispanic: 57.5%	Graduation Rate: All Students: 58.3%, RED Socio-Econ: 48.8%, RED White: 67.6%, Yellow 2016: 52.6% 2017: 41.5% 2018: 58.3%
Metric/Indicator	College/Career Prepared: 16.7%, Yellow

Expected	Actual

| Increase College/Career Prepared students by 2% each year | Class of 2016: 2.6% prepared
Class of 2017: 12.1% prepared
Class of 2018: 16.7% prepared |

18-19
College Career Prepared, Increase by 2% each year

Baseline
Class of 2016: 2.6%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)	We offer a variety of college and career courses and extracurricular opportunities that provide students with options to explore and contextualize learning. Through career exploration courses, career-relevant field trips, and in-person and virtual college tours, students are encouraged to see the connection between these opportunities and their own unique career and educational life goals.	Curriculum CTEIG $5,250.00	Included in 1.3 Curriculum Curriculum, Textbooks, Materials and Supplies LCFF

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Students transitioning middle to high school will be monitored to keep students "on-track" to graduate from high school by	Students are monitored by their education advisor at each learning period meeting. EAs check for student progress toward	No Cost	Included in 2.2 Certificated Salaries and Benefits LCFF

monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school. (All)	graduation requirements. Guidance department staff review high school student transcripts to ensure that students are on track to graduate.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness.	We review and assess the quality of our curriculum to promote college and career readiness with academic interventions.	Books and Supplies LCFF $2,484,816.54	Included in 1.3 Curriculum Curriculum, Textbooks, Materials and Supplies LCFF

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.4 Offer AVID school-wide or AVID elective classes for middle/high school students (WASC) (All Students)	AVID is geared toward college and career readiness Implementation of College and Career Readiness course for all HS students.	Included in 1.3 Books and Supplies LCFF	Included in 1.3 Curriculum Curriculum, Textbooks, Materials and Supplies LCFF

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities.	We ensure that our students have every opportunity for CAASPP preparation with focus on our unduplicated student groups.	Student Assessment LCFF $1,050.00	Included in 1.3 Curriculum, Textbooks, Materials and Supplies LCFF

| | Resources are placed on the website, middle school teachers run CAASPP "boot camp" and CAASPP practice tests are embedded into the College and Career Readiness class which all HS students take. | | |

(LI, FY, EL, SWD)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.6 Review student transcripts for an interession option for students to make up missed credits. (All Students)	All students have access to credit recovery and advancement opportunities.	No Cost	Included in 2.2 Certificated Salaries and Benefits LCFF

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.7 Advanced Placement exam costs for low-income and foster youth students who are experiencing a financial hardship are provided support. (LI, FY)	Costs for AP exams are covered based on request and need. No students requested AP exam costs to be covered.	Testing LCFF $7,345.44	Included in 1.3 Curriculum, Textbooks, Materials and Supplies LCFF

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.

The actual actions/services listed demonstrate that the services are in place and an ongoing analysis of our curriculum is reviewed to ensure that our students are on-track to graduate and are college/career prepared.

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

We recognize that it is important that we continue our focus on improving our ELA and Math performance and the importance of identifying and monitoring struggling students and providing support to ensure their academic success and graduation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

Modify 4.1 to focus on specific actions we will provide for high school/young adult students: Develop a comprehensive College and Career readiness program, increase Career Technical Education opportunities, and connect high school/young adults to community resources and agencies.
Modify 4.2 - Monitor students transitioning in high school and identify students that are struggling; and, keep them on-track to graduate from high school.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

LCAP Annual Review Meetings were held at each of the schools. Parents were invited to participate and give input: 3/20/19
Cabinet Mtgs. (LCAP): 7/30/18, 8/13/18, 8/21/18, 9/24/28, 11/20/18, 1/14/19, 1/23/19, 2/12/19, 2/18/19, 2/25/19, 4/1/9, 4/8/19, 4/22/19, 5/6/19
Program Director Mtgs. (LCAP): 10/19/18, 11/8/18, 12/17/18, 1/18/19, 1/24/19, 1/28/19, 2/25/19, 2/28/19, 3/29/19
Board of Directors: Student Performance Data Review: 11/8/19
Board of Directors: LCAP Input Survey Results: 4/11/19
Board of Directors LCAP Draft Review and Input: 6/13/19
Board of Directors Public Hearing: 6/13/19
Board of Directors LCAP Final Approval: 6/27/19

Impact on LCAP and Annual Update

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

This was an excellent opportunity for the California Pacific Charter schools to review their instructional program and to collaborate and share their results with their students, parents, teachers, ad community stakeholders. As a result, modifications to the 2019-20 LCAP action steps were made:
Modify 1.1 Evaluate students' levels of academic performance, provide targeted interventions, meeting with the guidance director, curriculum director, RTI process, revisit IEP, and tutor support for students that are struggling.
Modify 1.3: All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content:
Modify 1.4: Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents; for example: creation and use of rubrics, student achievement data to inform instruction, identifying the effective targeted interventions for students struggling to meet grade level proficiency.

Modify 1.5: Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: EL progress and reclassification to show our focus on the English learner's progress in all courses, teaching students with disabilities, and literacy at home.

NEW - 2.4 We will identify, monitor and support students who are struggling with regular attendance.

NEW - 2.5 Professional Development/Training in Cultural Awareness, Implicit Bias Training, Cultural Competency.

NEW - 2.6 Training in Youth Mental health First Aid and provide access to school and community-based mental health services through counselors and school psychologists.

NEW - 2.7 Address suicide prevention intervention, and post-intervention (i.e. intervention for the bereaved) for all students through the adoption of board policies, and annual staff training.

Modify 3.1 - We will assess our level of stakeholder engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication with all parents; and, to ensure all parents have opportunities for participation and input.

Modify 4.1 to focus on specific actions we will provide for high school/young adult students: Develop a comprehensive College and Career readiness program, increase Career Technical Education opportunities, and connect high school/young adults to community resources and agencies.

Modify 4.2 - Monitor students transitioning in high school and identify students that are struggling; and, keep them on-track to graduate from high school.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners, other unduplicated student groups, and students with disabilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

To improve the academic achievement of "ALL" students we must review assessment data in ELA and Math, identify RTI and implement best practices to promote student progress and increase our CAASPP Baseline Data.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA Increase the number of students that have Met or Exceeded grade level proficiency by 2% each year.	All Students 2016-2017: 47%	All Students Met or Exceeded 48.69%	Increase by 2% from 2017-18	Increase by 2% annually

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Math Increase the number of students that have Met or Exceeded grade level proficiency by 2% each year.	All Students 2016-2017: Met or Exceeded 27%	All Students Met or Exceeded 32.83%	Increase by 2% from 2017-18	Increase by 2% annually
Maintain or Increase LCFF Evaluation Rubric levels	Baseline ELA All Students (543): Low, 19.4 points below standard, Orange ELs (16): Low 26.6 points below level 3 EL-Reclassified (13): Low 38.2 points below level 3 Socio Econ (105): Low, 42.2 points below level 3 SWD (45): Low, 39.3 points below level 3 Baseline MATH All Students (544): Low, 46.2 points below level 3, Orange ELs Only (16): Medium 8.3 points below level 3 EL-Reclassified (13): Low 28.5 points below level 3 FY N/A Socio Econ (105): Low, 68.3 points below level 3	2017-18 ELA All Students (646), 7.8 points below standard, Yellow SWD(67): 57.1 points below standard, Orange Hispanic(184): 26.4 points below, Yellow Socio Econ(182): 26.1 points below, Yellow Asian(58): 25.8 points above, Green Two or more (61): .6 points above, Green Reclassified ELs (13): 25.4 points below 2017-18 MATH All Students (649), 43.5 points below standard, Yellow SWD (69) 94.2 points below, Orange White (321) 48.4 points below, Orange	Increase by 10 pts annually	Increase by 10 pts annually

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	SWD (45): Low, 68.9 points below level 3	Hispanic (185) 62 points below, Yellow Two or More(61) 26.1 points below, Yellow Socio Econ (184) 69.5 points below, Yellow Asian (58) 27.4 points above standard, Green College/Career Prepared Class of 2016: 2.6% prepared Class of 2017: 12.2% prepared Class of 2018: 16.7% prepared		

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, RTI process, tutor support from approved vendors, time management training with student/parent. (All Students)	1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, RTI process, tutor support from approved vendors, time management training with student/parent. Collaboration across departments to streamline intervention process and to measure the effectiveness of the intervention will be done. (All Students) (WASC)	1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, RTI process, tutor support from approved vendors, time management training with student/parent. Collaboration across departments to streamline intervention process and to measure the effectiveness of the intervention will be done.(All Students) (WASC) (CSI)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 2.2
Source			LCFF
Budget Reference	No Cost	No Cost	Certificated Salaries and Benefits

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

Students with Disabilities [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)	1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD) (WASC)	1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD) (WASC) (PIR)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 2.2
Source			LCFF
Budget Reference	No Cost	No Cost	Certificated Salaries and Benefits

Action 3

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Students with Disabilities

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

All Schools

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC) • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting common core standards • Extended School year • Digital curriculum aligned to common core	1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC) • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting common core standards • Extended School year • Digital curriculum aligned to common core	1.3. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC) • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting common core standards • Extended School year

Service vendors offering educational opportunities across geographical area	Service vendors offering educational opportunities across geographical area	• Digital curriculum aligned to common core

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,770,923.92	$2,832,691.00	$515,750.00
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries and Benefits	Curriculum, Textbooks, Materials and Supplies	Curriculum, Textbooks, Materials and Supplies

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All Students with Disabilities	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

| 1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students) | 1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students) | 1.4 Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents; for example: creation and use of rubrics, student achievement data to inform instruction, identifying the effective targeted interventions for students struggling to meet grade level proficiency.

Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students) |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$16,000.00	$17,766.98	Included in 1.5
Source	LCFF	LCFF	LCFF
Budget Reference	Professional Development	Professional Development Travel and Conferences	Professional Development Travel and Conferences

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners	LEA-wide	All Schools
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.5 Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, Literacy at Home, and Common Core. (ALL, EL, SWD, FY, LI).	1.5 Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core, and Social-Emotional Learning (SEL). (ALL, EL, SWD, FY, LI) (WASC)	1.5 Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: EL progress and reclassification to show our focus on the English learner's progress in all courses, teaching students with disabilities, and literacy at home. . (ALL, EL, SWD, FY, LI) (WASC) (PIR)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Included in 1.4	$30,000.00
Source		LCFF	LCFF
Budget Reference	No Cost	Professional Development Travel and Conferences	Professional Development Travel and Conferences

Action 6

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All Students with Disabilities	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students)	1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students)	1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 2.2
Source			LCFF
Budget Reference	No Cost	No Cost	Certificated Salaries and Benefits

Action 7

Students with Disabilities		All Schools	

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		1.7 Review of the Performance Indicator Review plan will be monitored for progress of the planned strategies/activities to improve the 69.77% participation rate of SWDs in ELA and 74.42% Mathematics CAASPP tests. (SWD) (PIR)

Budgeted Expenditures

Amount				Included in 2.2
Source				LCFF
Budget Reference				Certificated Salaries and Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2

We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success.

State and/or Local Priorities addressed by this goal:

State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Decreasing chronic absenteeism by 2% annually. We recognize that students that attend school regularly have been shown to be engaged, achieve at higher levels and graduate from high school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease Chronic Absenteeism by 2% each year	2016-17: 10.6% (dataquest)	1.5% (LCFF Dashboard)	Decrease by 2% annually	Decrease by 2% annually
Strive for 0% Expulsion Rate each year	0%	0%	Maintain 0%	Maintain 0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Strive for 0% Suspension Rate each year	0%	0%	Maintain 0%	Maintain 0%

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Focus on school climate and student engagement and maintain a high rate of ADA, Availability of RTI at all levels,	2.1 Focus on school climate and student engagement and Increase our ADA by decreasing our chronic absenteeism by	2.1 Focus on school climate and student engagement and Increase our ADA by decreasing our chronic absenteeism by

Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)	2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)	2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students) (CSI)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 2.2
Source			LCFF
Budget Reference	No Cost	No Cost	Certificated Salaries and Benefits

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

| 2.2 Maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching.

FOLLOW-UP: Training effectiveness survey included, results reviewed/follow through. (WASC) (All Students) | 2.2 Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description.
(4.2 combined with 2.2) | 2.2 Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. (ALL) |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,844,427.62	Included in 1.3	$1,139,676.00
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	Certificated Salaries and Benefits

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to classroom instruction for all students. (WASC) (All Students)	2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed. (WASC) (All Students)	2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed. (WASC) (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$165,000.00	$48,572.57	Included in 1.3
Source	LCFF	LCFF	LCFF
Budget Reference	Computers and Technology Services	Computers and Technology Services	Curriculum, Textbooks, Materials and Supplies

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All Students with Disabilities	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.4 Frequent contact with parents in order to update them on student progress and notify them of events. (All Students)	2.4 Frequent contact with parents in order to update them on student progress and notify them of events. (All Students)	2.4 Frequent contact with parents in order to update them on student progress and notify them of events. (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 2.2
Source			LCFF
Budget Reference	No Cost	No Cost	Certificated Salaries and Benefits

Action 5

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		2.5 We will identify, monitor and support students who are struggling with regular attendance. (ALL) (CSI)

Budgeted Expenditures

Amount			$93,072.00
Source			LCFF
Budget Reference			Classified Salaries Clerical and Office Salaries

Action 6

All		All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		2.6 Professional Development/Training in Cultural Awareness, Implicit Bias Training, Cultural Competency. (ALL) (WASC)

Budgeted Expenditures

Amount			Included in 1.4
Source			LCFF
Budget Reference			Professional Development

Action 7

All		All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action

| | | 2.7 Training in Youth Mental health First Aid and provide access to school and community-based mental health services through counselors and school psychologists. (ALL) (WASC) |

Budgeted Expenditures

Amount			Included in 1.4
Source			LCFF
Budget Reference			Professional Development

Action 8

| All | | All Schools |

OR

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

| | | New Action |

| | | 2.8 Address suicide prevention intervention, and post-intervention (i.e. intervention for the bereaved) for all students through the adoption of board policies, and annual staff training. (ALL) (WASC) |

Budgeted Expenditures

Amount			Included in 1.4
Source			LCFF
Budget Reference			Professional Development

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement.

Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Maintaining engagement/involvement and our stakeholder satisfaction rate or increasing by 2%. We recognize that increasing engagement/involvement will improve our students' academic experience and performance; and, improve stakeholder satisfaction with our charter.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Participation/Input Rates Survey Results Maintain or increase by 2% each year	2016-17 238 Participants 92.6% feel safe, valued and respected	2017-18 517 Participants, +53% 96.5% feel safe, valued and respected +3.9%	Maintain or Increase annually	Maintain or Increase annually

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	2016-17 89.6% overall satisfaction rate	2017-18 93.5% overall satisfaction rate +3.9%	Maintain or Increase annually	Maintain or Increase annually
Safety Plan Review and Training	Cal Pac: 2/5/18 Excel: 2/27/18 Sage Oak: 2/9/17	2/5/18, 2/27/28, 2/9/17	annual meeting and training dates	annual meeting and training dates

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).	3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).	3.1 We will seek parent input and assess our level of stakeholder engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication with all parents; and, to ensure all parents have opportunities for participation and input. (WASC) (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000.00	$21,000.00	$15,761.00
Source	LCFF	LCFF	LCFF
Budget Reference	Marketing	Marketing	Marketing and Communication

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All Students with Disabilities	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.2 Notification of Surveys, Parent Meetings, Board of Trustee Public meetings will be shared in a timely manner through emails, website and other social media schools' sites. (All Students)	3.2 Notification of Surveys, Parent Meetings, Board of Trustee Public meetings will be shared in a timely manner through emails, website and other social media schools' sites. (All Students)	3.2 We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of our underrepresented families (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 3.1
Source			LCFF
Budget Reference	No Cost	No Cost	Marketing and Communication

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All Students with Disabilities	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

3.3 Provide parent training, learning opportunities and workshops on common core, NGSS, literacy at home, progress monitoring. *Training effectiveness survey included and results reviewed/discussed/follow through. (WASC) (All Students)
(3.3 combined with 1.5)

2018-19 Actions/Services

3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)

2019-20 Actions/Services

3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (WASC) (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Cost	No Cost	No Cost

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.4 Provide EL parent training on EL Master Plan and notification of ELD placement, ELD progress and reclassification.
*Training effectiveness survey with results reviewed/follow through.(WASC) (EL)
(3.4 combined with 1.5)

2018-19 Actions/Services

3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students.
(All Students)

2019-20 Actions/Services

3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students.
(All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Cost	No Cost	No Cost

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans.
(All Students)

2018-19 Actions/Services

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. Online safety training.
(All Students)

2019-20 Actions/Services

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. Online safety training.
(All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Included in 1.4	Included in 1.4
Source		LCFF	LCFF
Budget Reference	No Cost	Professional Development	Professional Development

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

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

LEA-wide

[Add Scope of Services selection here]

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)

2018-19 Actions/Services

3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)

2019-20 Actions/Services

3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. Documents, records, or statements sent, upon request, by Clerical Office Staff(EL)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000.00	$2,100.00	$68,381.00
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	Clerical and Office Salaries

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of basic operating services to all by the cabinet: Director of Education, Director of Student Services and the Executive Directors. (All Students)

(3.9 removed…EXCEL PTO) this was 3.10

2018-19 Actions/Services

3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of operating services by the cabinet members. (All Students)

2019-20 Actions/Services

3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of operating services by the cabinet members. (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,472,631.09	$1,369,401.89	Included in 2.2
Source	LCFF	LCFF	LCFF
Budget Reference	Admin Salaries and Benefits, Business Services	Admin Salaries and Benefits, Business Services	Certificated Salaries and Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 4

We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Increase the graduation rate, UC/CSU eligibility (prepared through AP courses) from LCFF Dashboard rating of "VERY LOW."
We recognize the National Education Association research that indicates the importance of ensuring every student reaches their potential by monitoring student progress, providing rigorous and challenging instruction, providing early interventions, engaging students and family in the student's education to maintain high school graduation as a priority, and by providing professional development opportunities for teachers.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase Graduation Rates by 20% each year	VERY LOW: ALL: 52.6% Homeless: 26.7%	RED ALL: 58.3%	Expected: 20% increase from 2017-18	Expected: 20% increase from 2018-19

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Socioeconomic: 49.2% Hispanic: 57.5%	Homeless: * (less than 11) Socioeconomic: RED 48.8% Hispanic: 43.5%		
Increase College/Career Prepared students by 20% each year	VERY LOW: All Students 2.6% Prepared	YELLOW All Students 16.7% Prepared	Expected: 20% increase from 2017-18	Expected: 20% increase from 2018-19

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.1 Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)	4.1 Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)	4.1 Develop a comprehensive College and Career readiness program, increase Career Technical Education opportunities, and connect high school/young adults to community resources and agencies. (ALL) (WASC)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000.00	$5,250.00	Included in 1.3
Source	CTEIG	CTEIG	LCFF
Budget Reference	Curriculum	Curriculum	Curriculum, Textbooks, Materials and Supplies

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All Students with Disabilities	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.2 Improve instructional practice through recruiting and retaining multiple subject and single subject, highly qualified teachers and highly qualified classified staff. (All Students) (Combined with 2.2)	4.2 Students transitioning middle to high school will be monitored to keep students "on-track" to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school. (All)	4.2 Monitor students transitioning in high school and identify students that are struggling; and, keep them on-track to graduate from high school. (ALL) (WASC) (CSI)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$750.00		Included in 2.2
Source	LCFF		LCFF
Budget Reference	Other Operating Expenses	No Cost	Certificated Salaries and Benefits

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All Students with Disabilities	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. (WASC) (All Students)	4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness. (WASC) (All Students)	4.3 Provide high quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting graduation and college and career readiness. (WASC) (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$37,500.00	$2,484,816.54	Included in 1.3
Source	College Readiness	College Readiness	LCFF
Budget Reference	Curriculum, Textbooks, Materials and Supplies	Curriculum, Textbooks, Materials and Supplies	Curriculum, Textbooks, Materials and Supplies

Action 4

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All Students with Disabilities	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| Unchanged Action | Unchanged Action | Unchanged Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| 4.4 Offer AVID school-wide or AVID elective classes for middle/high school students
(WASC) (All Students) | 4.4 Offer AVID school-wide or AVID elective classes for middle/high school students
(WASC) (All Students) | 4.4 Offer AVID school-wide or AVID elective classes for middle/high school students
(WASC) (All Students) |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000.00	Included in 1.3	Included in 1.3
Source	LCFF	LCFF	LCFF
Budget Reference	Curriculum, Textbooks, Materials and Supplies	Curriculum, Textbooks, Materials and Supplies	Curriculum, Textbooks, Materials and Supplies

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities.
(LI, FY, EL, SWD)

2018-19 Actions/Services

4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities.
(LI, FY, EL, SWD)

2019-20 Actions/Services

4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities.
(LI, FY, EL, SWD) (PIR)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000.00	$1,050.00	Included in 1.3
Source	LCFF	LCFF	LCFF
Budget Reference	Student Assessment	Student Assessment	Curriculum, Textbooks, Materials and Supplies

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All Students with Disabilities	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.6 Review student transcripts for an intersession option for students to make up missed credits. (All Students)	4.6 Review student transcripts for an intersession option for students to make up missed credits. (All Students)	4.6 Review student transcripts for an intersession option for students to make up missed credits. (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 2.2
Source			LCFF
Budget Reference	No Cost	No Cost	Certificated Salaries and Benefits

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.7 Advanced Placement exam costs for low-income and foster youth who are experiencing a financial hardship. (LI, FY)	4.7 Advanced Placement exam costs for low-income and foster youth who are experiencing a financial hardship. (LI, FY)	4.7 Advanced Placement exam costs for low-income and foster youth students who are experiencing a financial hardship are provided support through curriculum, materials and supplies budget. (LI, FY)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500.00	$7,345.44	Included in 1.3
Source	LCFF	LCFF	LCFF
Budget Reference	Testing	Testing	Curriculum, Textbooks, Materials and Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$127,229.00	5%

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).

California Pacific Charter School (CPCS) is working to meet the needs of every student by providing a personalized learning experience. CPCS has budgeted a commensurate increase in funding to reach our subgroups:

California Pacific Charter School will be investing in a variety of instructional programs to support sub groups to address the focus on ensuring each student reaches their potential through instructional strategies such as technological devices, enriched curriculum, and intervention programs. California Pacific Charter School will also invest in resources to ensure equitable access for all students to technology, curriculum, instructional support and intervention programs.

- Adaptive online content from Edmentum, Edgenuity, Avanta
- Fuel Ed College and Career Readiness platform from Naviance
- Brainhoney dashboard
- Technology equipment from Apple and Dell Diagnostic and benchmark assessment tool from Scantron Technology equipment from
- Apple and Dell Expanded course catalog that adapts to targeted subgroups
- Enhanced project based learning, options for EL students
- Comprehensive curriculum for English learners
- Improved data analytics reporting
- English language Diagnostic and benchmark assessment tool that drives the Response to Intervention program
- AP Exam costs for FY, LI
- Transportation costs for college tours

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$775,715.00	6.58%

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).

California Pacific Charter School (CPCS) is working to meet the needs of every student by providing a personalized learning experience. CPCS has budgeted a commensurate increase in funding to reach our subgroups:

California Pacific Charter School will be investing in a variety of instructional programs to support sub groups to address the focus on ensuring each student reaches their potential through instructional strategies such as technological devices, enriched curriculum, and intervention programs. California Pacific Charter School will also invest in resources to ensure equitable access for all students to technology, curriculum, instructional support and intervention programs.

- Adaptive online content from Edmentum, Edgenuity, Avanta
- Fuel Ed College and Career Readiness platform from Naviance
- Brainhoney dashboard
- Technology equipment from Apple and Dell Diagnostic and benchmark assessment tool from Scantron Technology equipment from

- Apple and Dell Expanded course catalog that adapts to targeted subgroups
- Enhanced project based learning, options for EL students
- Comprehensive curriculum for English learners
- Improved data analytics reporting
- English language Diagnostic and benchmark assessment tool that drives the Response to Intervention program
- Transportation costs for college tours.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$685,151.00	5.76%

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

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

The percentage increase in funding is based on enrollment figures in ELL, foster youth, and low income subgroups remaining static from pre-LCFF funding to the new model. Based on these assumptions, California Pacific Charter Schools- San Diego have budgeted a commensurate increase in funding to reach these subgroups, specifically the school will provide: adaptive online content from a variety of curriculum options, the Fuel Ed College & Career Readiness platform from Naviance, Brainhoney, technology equipment, local assessments, enhanced project based learning, options for EL students, comprehensive curriculum for EL learners, improved data analytics reporting across subgroups using a third party dashboard, an extended world language platform for English language, assessment tool that drives and provides customized instructional resources for the Response to Intervention (RTI) program.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

> - If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

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

> - If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

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

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

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

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:
    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
        (i) are enrolled in a Non-Public School
        (ii) receive instruction through a home or hospital instructional setting
        (iii) are attending a community college full-time.
    (2) The number of students who meet the enrollment requirements.
    (3) Divide (1) by (2).

(b) "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).

(c) "High school graduation rate" shall be calculated as follows:
    (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
        (i) a regular high school diploma
        (ii) a High School Equivalency Certificate
        (iii) an adult education diploma
        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

(d) "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).

(e) "Expulsion rate" shall be calculated as follows:
    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS
Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	7,929,670.42	8,340,906.00	12,336,732.63	6,789,994.42	1,862,640.00	20,989,367.05
College Readiness	0.00	0.00	37,500.00	2,484,816.54	0.00	2,522,316.54
CTEIG	5,250.00	0.00	5,000.00	5,250.00	0.00	10,250.00
LCFF	7,924,420.42	8,340,906.00	12,294,232.63	4,299,927.88	1,862,640.00	18,456,800.51

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	7,929,670.42	8,340,906.00	12,336,732.63	6,789,994.42	1,862,640.00	20,989,367.05
	0.00	0.00	0.00	0.00	68,381.00	68,381.00
Admin Salaries and Benefits, Business Services	0.00	0.00	1,472,631.09	1,369,401.89	0.00	2,842,032.98
Books and Supplies	2,484,816.54	0.00	0.00	0.00	0.00	0.00
Certificated Salaries and Benefits	1,141,776.00	5,418,217.00	10,617,351.54	2,100.00	1,139,676.00	11,759,127.54
Classified Employees	0.00	0.00	0.00	0.00	0.00	0.00
Classified Salaries	0.00	0.00	0.00	0.00	93,072.00	93,072.00
Computers and Technology Services	48,572.57	0.00	165,000.00	48,572.57	0.00	213,572.57
Curriculum	5,250.00	0.00	5,000.00	5,250.00	0.00	10,250.00
Curriculum, Textbooks, Materials and Supplies	2,832,691.00	2,848,605.00	38,500.00	5,317,507.54	515,750.00	5,871,757.54
Marketing	21,000.00	0.00	20,000.00	21,000.00	0.00	41,000.00
Marketing and Communication	0.00	0.00	0.00	0.00	15,761.00	15,761.00
Miscellaneous Operating Expenses	1,369,401.89	0.00	0.00	0.00	0.00	0.00
Other Operating Expenses	0.00	0.00	750.00	0.00	0.00	750.00
Professional Development	17,766.98	45,203.00	16,000.00	17,766.98	30,000.00	63,766.98
Student Assessment	1,050.00	0.00	1,000.00	1,050.00	0.00	2,050.00
Technology Services, Communication	0.00	28,881.00	0.00	0.00	0.00	0.00
Testing	7,345.44	0.00	500.00	7,345.44	0.00	7,845.44

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

		Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	7,929,670.42	8,340,906.00	12,336,732.63	6,789,994.42	1,862,640.00	20,989,367.05
	LCFF	0.00	0.00	0.00	0.00	68,381.00	68,381.00
Admin Salaries and Benefits, Business Services	LCFF	0.00	0.00	1,472,631.09	1,369,401.89	0.00	2,842,032.98
Books and Supplies	LCFF	2,484,816.54	0.00	0.00	0.00	0.00	0.00
Certificated Salaries and Benefits	LCFF	1,141,776.00	5,418,217.00	10,617,351.54	2,100.00	1,139,676.00	11,759,127.54
Classified Employees	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
Classified Salaries	LCFF	0.00	0.00	0.00	0.00	93,072.00	93,072.00
Computers and Technology Services	LCFF	48,572.57	0.00	165,000.00	48,572.57	0.00	213,572.57
Curriculum	CTEIG	5,250.00	0.00	5,000.00	5,250.00	0.00	10,250.00
Curriculum, Textbooks, Materials and Supplies	College Readiness	0.00	0.00	37,500.00	2,484,816.54	0.00	2,522,316.54
Curriculum, Textbooks, Materials and Supplies	LCFF	2,832,691.00	2,848,605.00	1,000.00	2,832,691.00	515,750.00	3,349,441.00
Marketing	LCFF	21,000.00	0.00	20,000.00	21,000.00	0.00	41,000.00
Marketing and Communication	LCFF	0.00	0.00	0.00	0.00	15,761.00	15,761.00
Miscellaneous Operating Expenses	LCFF	1,369,401.89	0.00	0.00	0.00	0.00	0.00
Other Operating Expenses	LCFF	0.00	0.00	750.00	0.00	0.00	750.00
Professional Development	LCFF	17,766.98	45,203.00	16,000.00	17,766.98	30,000.00	63,766.98
Student Assessment	LCFF	1,050.00	0.00	1,000.00	1,050.00	0.00	2,050.00
Technology Services, Communication	LCFF	0.00	28,881.00	0.00	0.00	0.00	0.00
Testing	LCFF	7,345.44	0.00	500.00	7,345.44	0.00	7,845.44

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

			Total Expenditures by Goal			
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	2,850,457.98	2,893,808.00	2,786,923.92	2,850,457.98	545,750.00	6,183,131.90
Goal 2	1,188,248.57	5,444,998.00	8,009,427.62	48,572.57	1,232,748.00	9,290,748.19
Goal 3	1,392,501.89	2,100.00	1,494,631.09	1,392,501.89	84,142.00	2,971,274.98
Goal 4	2,498,461.98	0.00	45,750.00	2,498,461.98	0.00	2,544,211.98

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

	Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	10,495.44	2,100.00		10,495.44	98,381.00
College Readiness	0.00	0.00	0.00	0.00	0.00
CTEIG	0.00	0.00	0.00	0.00	0.00
LCFF	10,495.44	2,100.00	0.00	10,495.44	98,381.00

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source				
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	7,920,224.98	8,338,806.00		6,780,548.98	1,862,640.00
College Readiness	0.00	0.00	0.00	2,484,816.54	0.00
CTEIG	5,250.00	0.00	0.00	5,250.00	0.00
LCFF	7,914,974.98	8,338,806.00	0.00	4,290,482.44	1,862,640.00

LEA Name:

California Pacific Charter School – San Diego

Performance Indicator Review 2018–19 State Performance Plan Indicator 3 Statewide Assessments Root Cause Analysis and Action Plans

The California Department of Education (CDE) will conduct a Performance Indicator Review (PIR) for each local educational agency (LEA) that fails to meet a certain performance value in relation to one or more of the State Performance Plan Indicators (SPPIs, Indicators), including SPPI 3 Assessment.

Indicator 3: Statewide Assessments is a four-part indicator on the Local Level Annual Performance Report (APR) that measures the participation rate and achievement level of all students with disabilities in the areas of both English language arts (ELA) and mathematics (math) as it pertains to the requirements of the California Assessment of Student Performance and Progress (CAASPP). The local education agency (LEA) reports this data to the California Longitudinal Pupil Achievement Data System (CALPADS) from the Spring 2018 assessment.

For participation in statewide assessments for English language arts and math, the APR target of 95% will be used. Any LEA with a percentage less than the statewide target for SPPI 3 participation for English language arts or mathematics will participate in the PIR.

For achievement on the statewide assessments in English language arts and math, the 2018 Fall Dashboard Release (Dashboard) in English Language Arts (3-8) and Mathematics (3-8) will be used instead of the achievement rates reported on the APR. Any LEA with a performance level of Red or Orange for English language arts or mathematics for students with disabilities, as listed on the Student Groups Five-by-Five Report will participate in the PIR and be required to develop a PIR Improvement Plan for that indicator.

Current Performance According to California School Dashboard Fall 2018 and Annual Performance Report 2017–18
Indicator 3: Assessment

ACHIEVEMENT

Using the data from the LEA's California School Dashboard, Fall 2018 (Dashboard), fill in the LEA information for English Language Arts (3-8 and 11) and Mathematics (Grades 3-8 and 11) for students with disabilities. The questions below will use the detailed data from the Student Groups Five-by-Five Report in English language arts assessment for students with disabilities.

English Language Arts (3-8 and 11) (Achievement)

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

The following questions will focus on achievement in English language arts on statewide assessments and use data from the Five-by-Five Report on the Dashboard to complete.

Directions to Access the Five-by-Five Report for English Language Arts

The Five-by-Five English Language Arts Placement Report (Grades 3-8 and 11) will be needed to complete the next section. To get to the detailed report, follow these steps:

1. *Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.*

2. *Select "View Additional Reports" in the upper right hand corner. This will bring you to a new screen, "School Dashboard Additional Reports and Data."*

3. *Choose "5x5 English Language Arts Placement Report (Grades 3-8 and 11)" by clicking the radio button and click the Submit button.*

   For small districts and charter schools, the new screen will be the "Student Group Five-by-Five Placement Report."

   For multi-school districts, this new screen will be the "Schools Five-by-Five Placement."
   a. *If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:*

   On this new screen, select the link, "View Student Groups Five-by-Five Report" in upper right hand corner.

4. *Select "View Detailed Data," in the top right-hand corner.*

5. *On the vertical axis of this chart, find Students with Disabilities to answer the following questions:*

What is the student performance color for English Language Arts (3-8 and 11) for Students with Disabilities?

> **ORANGE**

What is the Status Level (e.g. *Very High, Low, etc.)* for English Language Arts (3-8 and 11) for Students with Disabilities?

> **LOW**

What is the Change Level (e.g. *Increased, Declined, etc.)* for English Language Arts (3-8 and 11) for Students with Disabilities?

> **DECLINED**

What is the Current Status -- Average distance from Standard for English Language Arts (3-8 and 11) Students with Disabilities*)*?

> **-5.1 TO -70**

What is the Change – Difference (e.g. + *or – average # of points*) between current status and prior status for English Language Arts (3-8 and 11) Students with Disabilities (e.g. + *or - # of points*)?

> **-3 TO -15**

In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in English Language Arts, what area(s) from the Five-by-Five Report need to be included? (Put an 'X' in the appropriate box to indicate which area LEA will need to address for English Language Arts Achievement. If English Language Arts Achievement is an area that the LEA does **not** need to address at all, put NA in all of the boxes.)

English Language Arts Achievement

Status Level	Change Level	Both
		X

Mathematics (3-8 and 11) (Achievement)

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

The following questions will focus on achievement in Mathematics on statewide assessments and use data from the Five-by-Five Report on the Dashboard to complete.

Directions to Access the Five-by-Five Report for Mathematics

The Five-by-Five Mathematics Placement Report (Grades 3-8 and 11) will be needed to complete the next section. To get to the detailed report, follow these steps:

1. *Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.*

2. *Select "View Additional Reports" in the upper right hand corner. This will bring you to a new screen, "School Dashboard Additional Reports and Data."*

3. *Choose "5x5 Mathematics Placement Report (Grades 3-8 and 11)" by clicking the radio button and click the Submit button.*

   For small districts and charter schools, the new screen will be the "Student Group Five-by-Five Placement Report."

   For multi-school districts, this new screen will be the "Schools Five-by-Five Placement."
   a. *If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:*

   On this new screen, select the link, "View Student Groups Five-by-Five Report" in upper right hand corner.

4. *Select "View Detailed Data," in the top right-hand corner.*

5. *On the vertical axis of this chart, find Students with Disabilities to answer the following questions:*

What is the student performance color for Mathematics (3-8 and 11) for Students with Disabilities?

> **ORANGE**

What is the Status Level (e.g. *Very High, Low, etc.*) for Mathematics (3-8 and 11) for Students with Disabilities?

> **Low**

What is the Change Level (e.g. *Increased, Declined, etc.*) for Mathematics (3-8 and 11) for Students with Disabilities?

> **Declined Significantly**

What is the Current Status -- Average distance from Standard (e.g. + *or – average # of points*) for Students with Disabilities in Mathematics (3-8 and 11)?

> **-25.1 to -95 Points**

What is the Change – Difference between current status and prior status Students with Disabilities (e.g. + *or - # of points*) for Mathematics (3-8 and 11)?

> **> 15 Points**

In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in Mathematics, what area(s) from the Five-by-Five Report need to be included?
(Put an 'X' in the appropriate box to indicate which area LEA will need to address for Mathematics Achievement. If Mathematics Achievement is an area that the LEA does **not** need to address at all, put NA in all of the boxes.)

Mathematics Achievement

Status Level	Change Level	Both
		X

PARTICIPATION

Using the data from the 2017–18 Local Level Annual Performance Report Measure (APR), answer the questions below. The Participation Target for students with disabilities in both English Language Arts (ELA) and Math is 95 percent. Indicate the LEA percentage for both English Language Arts and Math.

English Language Arts (Participation)

The following questions will focus on participation arts on statewide assessments in English Language Arts and use data from the APR to complete.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the participation rate (Rate) of students with disabilities in English Language Arts assessment?

69.77%

Participation Target

>95%

Was the participation target met in English Language Arts? (*Answer 'Yes' or 'No.)*

NO

Mathematics (Participation)

The following questions will 69.77%focus on participation arts on statewide assessments in Mathematics and use data from the APR to complete.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the participation rate (Rate) of students with disabilities in Mathematics?

74.42%

Participation Target

>95%

Was the participation target met in Mathematics? (*Answer 'Yes' or 'No.)*

NO

Focus Elements for Root Cause Analysis and PIR Planning

Using the information from above, complete the chart.

Which of the areas will the PIR Team's Root Cause Analysis and Improvement Plan address for Indicator 3: Assessment?

(Put an 'X' in the appropriate box to indicate which area LEAs will need to address for Indicator 3.)

	English Language Arts	Mathematics
Achievement (Dashboard)	X	X
Participation (APR)	X	X

Current Improvement Strategies

What current improvement strategies are in place that relate to Indicator 3 participation rate in statewide assessments (APR)?

ACHIEVEMENT: In addition to their Specialized Academic Instruction services, we offer FEV Tutoring, One-to-One and small group tutoring for English Language Arts with a credentialed teacher, Live Sessions for review of questions and academic performance tasks, and a CAASPP Bootcamp. Students with disabilities also receive academic support during homeroom, have math tutoring available with the math teacher, and are provided with progress monitoring on an on-going basis to which they can access at any time of the day or night. The Charter also has a Student Success Team (SST) process to address student achievement and behavioral needs as well as a 504 Plan process. Courses are taught in a collaborative co-taught model with one general and one special education teacher in the virtual classrooms to support students' academic need to persist when missing or incomplete assignments are present. Students have their CAASPP testing accommodations and modifications discussed at IEP meetings and again prior to testing. Students' testing accommodations are entered into the TOMS system to ensure they are available at the time of testing. For students receiving special education and related services in-person/face-to-face, students are able to test in small groups with their general or special education teacher present, depending on their test accommodations.

PARTICIPATION: We currently offer Hop/Skip/Drive transportation services to students who have a need for transportation to/from CAASPP testing sites. We also offer individual test sites closer to students' homes in a geographic location as well as times that are most convenient for families for students who have missed the larger testing events. We provide make up test session in small group or individual formats for students with disabilities as needed and we discuss the system of CAASPP assessments early as part of the IEP meetings and process. To support student participation in the CAASPP Assessment System, there is a Progress Improvement Notification (PIN) process that requires all students participate in them. Students are provided with attendance contracts when several days of school are missed.

What current improvement strategies that relate to Indicator 3 achievement (Dashboard):

ACHIEVEMENT: In addition to their Specialized Academic Instruction services, we offer FEV Tutoring, One-to-One and small group tutoring for English Language Arts with a credentialed teacher, Live Sessions for review of questions and academic performance tasks, and a CAASPP Bootcamp. Students with disabilities also receive academic support during homeroom, have math tutoring available with the math teacher, and are provided with progress monitoring on an on-going basis to which they can access at any time of the day or night. The Charter also has a Student Success Team (SST) process to address student achievement and behavioral needs as well as a 504 Plan process. Courses are taught in a collaborative co-taught model with one general and one special education teacher in the virtual classrooms to support students' academic need to persist when missing or incomplete assignments are present. Students have their CAASPP testing accommodations and modifications discussed at IEP meetings and again prior to testing. Students' testing accommodations are entered into the TOMS system to ensure they are available at the time of testing. For students receiving special education and related services in-person/face-to-face, students are able to test in small groups with their general or special education teacher present, depending on their test accommodations.

PARTICIPATION: We currently offer Hop/Skip/Drive transportation services to students who have a need for transportation to/from CAASPP testing sites. We also offer individual test sites closer to students' homes in a geographic location as well as times that are most convenient for families for students who have missed the larger testing events. We provide make up test session in small group or individual formats for students with disabilities as needed and we discuss the system of CAASPP assessments early as part of the IEP meetings and process. To support student participation in the CAASPP Assessment System, there is a Progress Improvement Notification (PIN) process that requires all students participate in them. Students are provided with attendance contracts when several days of school are missed.

Check the box(es) to indicate whether these current strategies support improvement in English Language Arts, Math or both and whether they support improvement in participation, achievement or both.

(Put an 'X' in the appropriate box to indicate which areas are being addressed by current improvement strategies.)

	English Language Arts	Mathematics
Participation (APR)	X	X
Achievement (Dashboard)	X	X

How are students with disabilities included in the above-listed strategies or other strategies that relate to Indicator 3?

Students with disabilities are provided with a general education teacher and an Education Specialist to support their academic needs. Additionally, students have access to school counselors for social/emotional needs as well as the school psychologist for those who express the need to address their test anxiety. We discuss testing with each student with a disability and attempt to tailor their assessment needs to them. The general education curriculum affords students over 20 options to personalize delivery of the content in ways they find beneficial such as speech to text and text to speech, presentation of the content as many times as the students need it, in addition to visual, textual and verbal presentation of the content. Students with disabilities also have the option of testing and retesting on content they did not meet the standard at 80 percent or higher. Students with disabilities have access to and are included in all of the above-listed strategies, supports and services related to Indicator 3.

Root Cause(s)

Why was the target not met?

Achievement – English Language Arts and Mathematics (3-8 and 11)

Fill in the root causes below for the Root Cause Analysis on Achievement, based on the data from the LEA's California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

If this is an area that does not apply to this year's PIR Plan, enter 'N/A' into the blanks.

Root Cause 1:

LOW MATH LITERACY RATES: Students performing below grade level on math placement exams at the time of enrollment/entry which means that students do not have the foundation for the math of their grade level nor do they meet grade level standards on benchmark and CAASPP tests, as a result.

This root cause addresses (Check all that apply): English Language Arts ☐   Math X☐   Both ☐

Root Cause 2:

LOW STUDENT ENGAGEMENT: California Pacific Charter enrolls many students who are credit deficient, have had extended absences from school or have attended school with no to low word production and are some of the less engaged students at the school. Low levels of student engagement are highly correlated with student achievement however, given the students' histories, motivation to learn + engaging in all of the services the school has to offer plays a large part in students' success.

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐   Both X☐

Root Cause 3:

LOW LITERACY RATES: Achievement data reveal that students are performing poorly on baseline English/Language Arts assessments. Low literacy rates in general, prove problematic for students with disabilities in both English Language Arts and Math as students struggle to

comprehend word problems, abstract math concepts such as algebra and statistics, and struggle to comprehend reading passages beyond a few paragraphs or cite evidence for claims made in the text.

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐   Both X☐

Root Cause 4:

LACK OF FULL UNDERSTANDING OF SPECIAL EDUCATION STUDENT PROFILE: During the 2017-2018 school year, special education services were overseen by a vendor service. As a result of the design and delivery of special education services for many students with disabilities in the Charter, did not have full awareness or understanding of the types of disabilities being served or the needs based on characteristics of those disabilities. Second, the Charter did not have full understanding of the progress students were making toward IEP goals until annual IEPs were being held or a final progress report turned in after the fact.

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐   Both X☐

Root Cause 5:

LACK OF OVERSIGHT OF SPECIAL EDUCATION: The vendor service agency oversight of our special education services meant that some of the unique needs of students with disabilities (academic/social-emotional, behavioral, testing) went largely unaddressed as they were not well communicated well to the Charter Directors.

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐   Both X☐

Root Cause 6:

ENROLLMENT OF HABITUALLY TRUANT STUDENTS: California Pacific Charter enrolls and serves a student population who have been truant from K-12 schools from one to four years, and other extended periods of school absences. Lack of school attendance by habitually truant students often results I the students' lacking basic math, reading, writing, spelling and reading comprehension skills. When this student demographic enrolls with the Charter with an IEP, we now know that these students' academic AND social/emotional needs to persist in school must be addressed at the time of enrollment.

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐   Both X☐

If the LEA has additional root causes for Achievement, copy and paste the box and subtitle above, then change the number to indicate the number of root causes.

Participation – English Language Arts and Mathematics (3-8 and 11)

Fill in the information below for the Root Cause Analysis on Participation, based on the data from the 2017–18 Local Level Annual Performance Report (APR).

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

PARENT OPT OUT CHOICE AS STATE RIGHT: California Education Code Section 60615 allows parents to opt out of all or parts of the CAASPP Assessment System which is confirmed/affirmed in the federal Every Student Succeeds Act. Similarly, Section 852 of the California Code of Regulations Title 5 Code of Regulations allows parents to opt their student/s out of all or part of the CAASPP Assessment System. Parents' right to opt their child/ren out of CAASPP testing presents a significant challenge to California Pacific Charter in that independent study often serves a different parent community; one who is intent on exercising it's right to opt out of testing which when exercised, adversely impacts our CAASPP participation rates.

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐   Both X☐

Root Cause 2:

COMPETING NEEDS: ACADEMIC VS. ECONOMIC – California Pacific Charter enrolls many students with disabilities who are already working part or full time to take support themselves, the children they are raising singly, or their parents and siblings, or a disabled family member. Working students' full or part time schedules often translates to low levels of school participation, high absenteeism rates, inconsistent study habits, low work production and low levels of CAASPP participation.

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐   Both X☐

Root Cause 3:

RELUCTANCE TO PARTICIPATE IN CAASPP TESTING BY STUDENTS WITH EMOTIONAL DISORDERS: Students with Emotional Disorders appear to be the most reluctant and resistant test takers for a host of reasons including test anxiety, phobias, irrational thoughts about testing, fearful to leave their homes, and others.

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐   Both X☐

Root Cause 4:

LACK OF FOCUSED CAASPP PARTICIPATION SUPPORTS – By design of our previously special education, the focused emphasis on CAASPP testing participation rested with them: Focused CAASPP participation by students with disabilities was unknown and the Charter relied almost exclusively on the vendor to carry out the testing process for students with disabilities.

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐   Both X☐

Root Cause 5:

TRANSPORATION NEEDS – Since the 2017-2018 school year, the Charter learned that many adult students and parents of students with disabilities stated their reason for not participating in CAASPP testing was lack of transportation.

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐   Both X☐

If the LEA has additional root causes for Participation, copy and paste the box and subtitle above, then change the number to indication the number of root causes.

Action Plan for Improving Schoolwide Assessment for Students with Disabilities

ACHIEVEMENT – English Language Arts and Mathematics (3-8 and 11)

Use the charts below for the PIR Team's Root Cause Analysis and PIR Planning, using the data from the LEA's California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

Copy each root cause into the charts below that addresses the LEA's achievement rate for students with disabilities on the statewide assessments in English Language Arts and Mathematics. For each root cause, fill in the following:

- *Planned strategies and activities*
- *The subject the planned strategy or activity is targeting (English language arts, math or both)*
- *Resources needed for the planned strategy or activity to be successful*
- *The person(s) and title(s) responsible for that particular strategy or activity*
- *The methods and standards that will be used to measure the relative success of the strategy or activity*
- *The date that activity is due to begin or the deadline for its completion*

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

12

Root Cause 1:

LOW STUDENT ENGAGEMENT: California Pacific Charter enrolls many students who are credit deficient, have had extended absences from school or have attended school with no to low word production and are some of the less engaged students at the school. Low levels of student engagement are highly correlated with student achievement however, given the students' histories, motivation to learn + engaging in all of the services the school has to offer plays a large part in students' success

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Continue to offer support to students during homeroom	BOTH	**Student access to academic support from homeroom teachers**	**Christine Ferher Heidi Gasca**	Measure of academic growth in Math and ELA from baseline to each Learning Period	**10/29/2020**
Continue to offer tutoring with a math teacher	BOTH	**Hire HQT Math Teacher @$81,000.00**	**Christine Ferher**	Measure of math test score improvement from baseline to each Learning Period	**1/15/2020**
Increase progress monitoring of general education coursework for students with disabilities/IEPs.	BOTH	Education Specialists Math & ELA Department s General Education Teachers	**Heidi Gasca Christine Ferher Dr. Sucari Epps** **Program Specialist- TBD**	On a quarterly basis, the Program Specialist will meet with Education Specialists and General Education Teachers to review ELA & Math achievement data	**Week of 10/15/2019** **Week of 1/15/2020** **Week of 03/15/2020**

Root Cause 2:

LOW LITERACY RATES: Achievement data reveal that students are performing poorly on baseline English/Language Arts assessments. Low literacy rates in general, prove problematic for students with disabilities in both English Language Arts and Math as students struggle to comprehend word problems, abstract math concepts such as algebra and statistics, and struggle to comprehend reading passages beyond a few paragraphs or cite evidence for claims made in the text.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Renew contract/s for standards-based curriculum and/or online curriculum that assists students in mastering concepts and content present in CAASPP testing at their respective grade levels.	BOTH	$37,000.00	Christine Ferher Heidi Gasca	Executed contract for standards-based curriculum	08/31/2019
Increase progress monitoring of general education coursework	BOTH	Education Specialists High School Department General Education Teachers	Christine Ferher Heidi Gasca	Program Specialist will meet with Education Specialists and General Education Teachers to review ELA & Math achievement data	**Week of 10/15/2019** **Week of 1/15/2020** **Week of 03/15/2020**
Continue to offer tutoring support in English Language Arts	ELA	Examples: FEV Tutoring General Tutoring in small or whole group sessions Live Sessions	Heidi Gasca Christine Ferher April Saade Counselors	Intervention Coordinator and/or Counselors will ensure that students targeted for ELA tutoring support are receiving those services and report back to the Program Director in Leadership Team Meetings	**Monthly Beginning 09/29/2019 through 05/30/2020**

Root Cause 3:

LACK OF FULL UNDERSTANDING OF SPECIAL EDUCATION STUDENT PROFILE: During the 2017-2018 school year, special education services were overseen by a vendor service. As a result of the design and delivery of special education services for many students with disabilities in the Charter, did not have full awareness or understanding of the types of disabilities being served or the needs based on characteristics of those disabilities. Second, the Charter did not have full understanding of the progress students were making toward IEP goals until annual IEPs were being held or a final progress report turned in after the fact.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Continue to hire internal Education Specialists to provide Specialized Academic Instruction (SAI) to students with disabilities.	BOTH	6 Education Specialists @ $81,000 (includes benefits) $486,000.00	**Heidi Gasca** **Christine Ferher**	Successful hiring of highly qualified Education Specialists (6-8); All students have an internal case manager and are provided with SAI services internally	**09/01/2019**
Education Specialists will provide test taking strategies/test prep throughout the school year	BOTH	Education Specialists	**Heidi Gasca** **Christine Ferher** **Content Leads**	Test Prep strategies embedded in content taught during SAI sessions	**05/29/2020**
Meet with Education Specialists Monthly to discuss students on their caseloads to learn of student successes and additional needs they may have	BOTH	Education Specialists Special Education Coordinator or Program Specialist	**Heidi Gasca** **Kristy Spurgin** **Dr. Sucari Epps** **Christine Ferher**	**Monthly meeting notes provided to Program Director from Program Specialist**	**Start:** **09/29/2019** **End** **05/29/2020**

Root Cause 4:

LACK OF OVERSIGHT OF SPECIAL EDUCATION: The vendor service agency oversight of our special education services meant that some of the unique needs of students with disabilities (academic/social-emotional, behavioral, testing) went largely unaddressed as they were not well communicated well to the Charter Directors.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Provide ongoing information, training and support to Education Specialists on the PIR process so that they are aware of how and what to offer concerning the CAASPP Assessment System when discussing testing with parents within IEP meetings.	**BOTH**	PowerPoint overview for PIR Process + other training materials	Heidi Gasca Christine Ferher Dr. Tess Reid	**Monthly meeting agenda copies provided to Program Directors**	**Monthly beginning 09/27/2019**
Continue to hire Education Specialists who also serve as the students' case manager to better understand and respond to students' needs	**BOTH**	Potential addition of up to 2 -3 Education Managers @ an estimated $81,000.00 each	Christine Ferher Heidi Gasca	**Successful hiring of 6-8 Education Specialists to oversee each special education student**	**09/1/2019**
Utilize the internal Special Education Department services to ensure special education and related services are consistently provided to students.	**BOTH**	**None**	Christine Ferher Heidi Gasca	**SPED service requests from Program Directors**	**09/01/2019 through 07/07/2020 (ESY)**
Review Progress Reports of all special education and related services providers and meet with Education Specialists to discuss students not making expected progress toward IEP goals.	**BOTH**	**Program Specialist**	**Dr. Sucari Epps and Program Specialist TBD Heidi Gasca Christine Ferher**	**Monthly agenda and notes from Program Specialists to Program Directors**	**Monthly beginning 09/27/2019**

Root Cause 5:

ENROLLMENT OF HABITUALLY TRUANT STUDENTS: California Pacific Charter enrolls and serves a student population who have been truant from K-12 schools from one to four years, and other extended periods of school absences. Lack of school attendance by habitually truant students often results I the students' lacking basic math, reading, writing, spelling and reading comprehension skills. When this student demographic enrolls with the Charter with an IEP, we now know that these students' academic AND social/emotional needs to persist in school must be addressed at the time of enrollment.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Continue offering all students (including students with disabilities), a CAASPP test prep bootcamp, virtually.	BOTH	Paid time for staff to develop and present the CAASPP bootcamp material	Christine Ferher	Percentage of growth on ELA and Math benchmark tests	**Monthly beginning 10/01/2019 through 06/05/2020**
Beginning in February of 2020, Education Specialists will meet with each student assigned to their caseload, one-on-one to review and provide test taking strategies and test prep.	BOTH	Mileage reimbursement for Ed. Specialists up to $5,000	Heidi Gasca Christine Ferher Dr. Sucari Epps Program Specialist -TBD	Monthly meeting notes and agendas from Program Specialist Meeting with Ed. Specialists	**Monthly beginning 10/01/2019 through 06/05/2020**
Review Math and ELA placement tests at the beginning of the school year or at the time of enrollment to identify students to be referred for additional intervention programs or supports	BOTH	Monthly meetings with all persons involved	English and Math Department Chairs Content Lead Teachers Christine Ferher Heidi Gasca	Monthly reports from English and Math Department Chairs or Content Lead Teachers to Program Directors	**10/01/2019 and on ongoing throughout rolling enrollment**
Review students' academic grade reports in ELA and Math on a monthly basis and identify any unmet student needs and/or allocate additional resources for students not making expected progress	BOTH	Staff reporting time, possible additional allocation of resources	Heidi Gasca Christine Ferher English and Math Department Chairs	Monthly reports to Program Directors from English and Math Department Chairs	**Monthly Beginning 10/30/2019 through 06/05/2020**

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

PARTICIPATION – English Language Arts and Mathematics (3-8 and 11)

Use the charts below for the PIR Team's Root Cause Analysis and PIR Planning, using the data from the 2017–18 Local Level Annual Performance Report Measure (APR).

Copy each root cause into the charts below that addresses the LEA's participation rate for students with disabilities on the statewide assessments in English Language Arts and Math. For each root cause, fill in the following:

- *Planned strategies and activities*
- *The subject the planned strategy or activity is targeting (English Language Arts, Math or both)*
- *Resources needed for the planned strategy or activity to be successful*
- *The person(s) and title(s) responsible for that particular strategy or activity*
- *The methods and standards that will be used to measure the relative success of the strategy or activity*
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Add rows to the chart to input additional strategies/activities, etc., as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

PARENT OPT OUT CHOICE AS STATE RIGHT: California Education Code Section 60615 allows parents to opt out of all or parts of the CAASPP Assessment System which is confirmed/affirmed in the federal Every Student Succeeds Act. Similarly, Section 852 of the California Code of Regulations Title 5 Code of Regulations allows parents to opt their student/s out of all or part of the CAASPP Assessment System. Parents' right to opt their child/ren out of CAASPP testing presents a significant challenge to California Pacific Charter in that independent study often serves a different parent community; one who is intent on exercising it's right to opt out of testing which when exercised, adversely impacts our CAASPP participation rates.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Provide parent education on the Charter's CAASPP Testing obligation and link to LCFF funding, LCAP, and the ability of the Charter to continue to offer high quality programming, supports, field trips, and services to students.	BOTH	Director time developing messaging and information sharing with parents	**Christine Ferher Heidi Gasca**	Decrease in percentage of parents opting students out of testing or parent surveys	**March 1, 2020**
Revise and enhance parents' onboarding process to include the Charter's obligation to test all students and providing an outline of CAASPP tests for the year their student is required to take.	BOTH	Meetings with enrollment and registrations teams	Heidi Gasca Christine Ferher Enrollment Team Registration Team	Parent focus group feedback or survey feedback	**September 3, 2019**
Hold Stakeholder meetings and address the Charter's CAASPP testing requirements and impacts on school funding and programming	BOTH	Virtual Platform; Meeting site, Handouts $2,500 printing and other costs	**Christine Ferher Heidi Gasca**	Stakeholder feedback	**December 15, 2019 OR March 15, 2020**
"Normalize" testing for all parents and adult students by having teachers discuss the CAASPP tests all students will take on an ongoing basis; inform parents of CAASPP tests and test prep available via communication throughout the school year, at Back to School Night, and Open House events.	BOTH	Parent communications during the school year i.e., Back to School Night, Open House	**Heidi Gasca Christine Ferher**	Parent Feedback	**09/15/2019 through 03/15/2020**

General and Special Education teachers will review the CAASPP assessment calendar with parents beginning with the very first academic session/Learning Period to discuss the assessments and possible accommodations needed for the CAASPP assessments the student will take during the school year.	**BOTH**	Consultation and collaboration between general and special education teachers	**Heidi Gasca** **Christine Ferher** **General and Special Education Teachers**	Percentage decrease of parents opting students out of testing; Increase in student participation in CAASPP testing	**September 8, 2019**

Root Cause 2:

RELUCTANCE TO PARTICIPATE IN CAASPP TESTING BY STUDENTS WITH EMOTIONAL DISORDERS: Students with Emotional Disorders appear to be the most reluctant and resistant test takers for a host of reasons including test anxiety, phobias, irrational thoughts about testing, fearful to leave their homes, and others.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Identify students with disabilities with testing and other phobias that prevent them from participating in CAASPP testing; refer to Education Specialists and school psychologist for additional social/emotional support.	BOTH	Education Specialist School Psychologist Social/Emotional Screener Survey with results provided $7,000	Christine Ferher	**School Psychologist Student services log; Monthly reports to Program Director from School Psychologist**	**Monthly beginning the week of 10/15/2010**
Continue Offering make-up testing sessions on small group or individual basis as needed	BOTH	Mileage Reimbursement for Staff to provide individual testing	Heidi Gasca Christine Ferher Education Specialists Assessment Coordinator	**Percentage of students completing CAASPP Assessments**	06/01/2020
Continue to discuss CAASPP testing early in IEP meetings as a part of the teaching and learning process so that students view it as such instead of isolated incidents of testing.	BOTH	None	Education Specialists Dr. Sucari Epps Program Specialist - TBD	**Monthly report from Program Specialist to Program Director**	**Ongoing basis throughout the 2019-2020 school year beginning 09/03/19**

Identify students' perceived barriers to attending CAASPP testing	**BOTH**	None	Heidi Gasca Christine Ferher Education Specialists School Psychologists	**Monthly report from School Psychologist to Program Directors**	**Ongoing throughout the 2019-2020 school year beginning 10/29/2019**
Implement the newly designed strategic plan to educate families on the benefits of assessment, test prep and supporting students with test anxiety.	**BOTH**	As identified in the Strategic Plan	Heidi Gasca	**Strategic Plan Team**	**09/03/2019**
Train counselors, general education teachers and Education Specialists to identify when to refer a student to the school psychologist for social/emotional support related to test anxiety and/or perceived academic failure	**BOTH**	School Psychologists School Counselors Education Specialists	Heid Gasca Christine Ferher	**Training agenda/s created by workshop or training presenter/s**	**10/15/2019**
Hire additional School Psychologist	**BOTH**	Up to $140,000.00 including benefits	Dr. Tess Reid – Director of Special Education	**Successful hiring of highly qualified school psychologist with mental health backgroun**	**09/01/2019**

Root Cause 3:

COMPETING NEEDS: ACADEMIC VS. ECONOMIC – California Pacific Charter enrolls many students with disabilities who are already working part or full time to take support themselves, the children they are raising singly, or their parents and siblings, or a disabled family member. Working students' full or part time schedules often translates to low levels of school participation, high absenteeism rates, inconsistent study habits, low work production and low levels of CAASPP participation.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Continue to offer Hop/Skip/Drive student shuttle service to transport students to and from CAASPP test sites, when needed.	BOTH	Up to $5,000.00 per year	Christine Ferher	Percentage of students requesting transportation services to CAASPP test sites; Percentage of student participation in CAASPP	06/01/2020
Continue offering individual test sites that are closer and times that most convenient for adult age students and families who have missed the larger testing events.	BOTH	Mileage reimbursement for staff to facilitate the one on one testing	Christine Ferher Heidi Gasca	Percentage of student participation in CAASPP assessments; Review of enrollment geography to locate test sites	06/01/2020
Offer flexible academic tutoring time as well as flexible CAASPP testing times to accommodate working students' work hours	BOTH		Christine Ferher	Percentage of students participating in CAASPP Testing	Beginning 09/03/2019 through 06/01/2020

Root Cause 4:

<table>
<tr><td colspan="2">LACK OF FOCUSED CAASPP PARTICIPATION SUPPORTS – By design of our previously special education, the focused emphasis on CAASPP testing participation rested with them: Focused CAASPP participation by students with disabilities was unknown and the Charter relied almost exclusively on the vendor to carry out the testing process for students with disabilities.</td></tr>
</table>

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Education Specialists will meet with students as part of the case management responsibilities, to engage in meaningful discussion about students' preferences and needs concerning CAASPP testing.	BOTH	Education Specialists	**Christine Ferher Heidi Gasca** **Dr. Sucari Epps** **Program Specialist – TBD**	**Monthly meeting notes provided to Program Directors from Program Specialists and follow up**	**Monthly Beginning 09/27/2019**
Hire a Program Specialist to support the Special Education Coordinator and Education Specialists with academic and testing participation related needs of students.	BOTH	Up to $110,000.00	Heidi Gasca	**Successful hiring of a highly qualified Program Specialist**	09/01/2019
Ensure students who are not making expected progress toward IEP goals have access to additional strategies or supports available to them as outlined on the most recent version of the Charter's LCAP	BOTH	None	**Heidi Gasca Christine Ferher Intervention Coordinator Counselors**	**Referral list from Intervention Coordinator or Counselor to Program Director**	10/29/2019
Provide Education Specialists with direct training on the importance of student achievement and participation in the CAASPP Assessment system in the form of a Special Education Boot Camp. The Bootcamp content will address the CAASPP Assessment System Requirements, share the achievement and participation data from the previous two school years and work with Education Specialists on ways to address and support test resistant adult age students as well as parents.	BOTH	Salary & Benefits @ 3 Days for 8-10 Education Specialists + Training Site Fee + Lunch + Travel Reimbursement fees + Print and material costs $13,000.00	**Dr. Tess Reid Dr. Sucari Epps Heidi Gasca** **Christine Ferher**	**Pre and post bootcamp survey of Education Specialists**	08/31/2019

Root Cause 5:

TRANSPORATION NEEDS – Since the 2017-2018 school year, the Charter learned that many adult students and parents of students with disabilities stated their reason for not participating in CAASPP testing was lack of transportation.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Continue to offer Hop/Skip/Drive shuttle service to students with disabilities who need support with attending CAASPP testing sites/appointments.	**BOTH**	**$3,000.00**	**Christine Ferher Heidi Gasca Testing Coordinator**	Percentage of students requesting transportation services to CAASPP test sites; Percentage of student participation in CAASPP	**06/01/2020**
Provide mileage reimbursement to teachers/Education Specialists to facilitate one-on-one testing for students who require it.	**BOTH**	**$1,000.00**	**Christine Ferher Heidi Gasca**	Increase in percentage of students participating in CAASPP	**06/01/2020**
Continue to diversify geography of CAASPP testing sites, closer to the geography of students' homes	**BOTH**	**Possible Test Site Fees up to $10,000.00**	**Christine Ferher Heidi Gasca Assessment Coordinator**	Percentage increase of student participation in CAASPP assessments	**January through March, 2020**

Root Cause 6:

LOW MATH LITERACY RATES: Students performing below grade level on math placement exams at the time of enrollment/entry which means that students do not have the foundation for the math of their grade level nor do they meet grade level standards on benchmark and CAASPP tests, as a result. As a result, these students are often reluctant to participate in CAASPP Assessments.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Continue to offer math tutoring support	**MATH**	Yup Tutoring FEV Tutoring 1 to 1 and Group Tutoring Live Sessions	**Christine Ferher Heidi Gasca**	**Baseline and post intervention testing**	**10/01/2019 to 05/29/2020**
Continue to offer Math Interventions	**MATH**	Mypath Individualized Math support	**Christine Ferher**	**Pre and Post assessment scores**	10/01/2019 to 05/29/2020
Continue to offer Math tutoring with a Highly Qualified Math Teacher	**MATH**	High Qualified Math Teacher @ $81,000	**Christine Ferher**	**Successful Hiring of a HQT Math Teacher; increase in students' math test scores**	09/01/2019 to 05/29/2020
Provide case managers with standards-based, baseline Math placement test scores to address as part of the IEP process, develop math goals if necessary, and provide targeted support for throughout the year.	**MAATH**	Math Department High School Program Coordinator Education Specialists	**Heidi Gasca** **Christine Ferher**	**Percentage of students with IEP meeting Math related goals**	10/1/2019 test scores provided to Education Specialists 02/01/2020 review math IEP progress reports
Continue to offer transportation service to students who require it.	**MATH**	$5,000	**Christine Ferher**	**Number of students with disabilities who access the service**	06/01/2020

If the LEA has additional root causes, copy and paste the chart, then change the number to indicate the number of root causes. If there are additional Planned Strategies/Activities, add additional rows, as needed.

After completing Indicator 3: Assessment, save this document with other PIR documents. If it has not already been done, complete the initial LEA Identification document. Then, complete the documents that correspond to the Indicators in which the LEA has not met the performance measure or target. Each Indicator will have a separate document.

It is recommended that the full PIR Plan be presented to the Local Board.

Once all of the Indicators and Child Find have been addressed, as indicated in the LEA's PIR letter, and added to the PIR Plan, LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan, which includes all of the forms for each indicator and the LEA Identification document, to the California Department of Education, Special Education Division, FMTA II on or before June 30, 2019.

Prepared by California Department of Education February 2019

Performance Indicator Review (PIR)

Local Educational Agency (LEA) Identification 2018–19

This Form is to be completed by ALL LEAs that are required to complete a PIR Plan. Save and submit with other PIR documents.

LEA name:

California Pacific Charter School – San Diego

CDS code:

37-75416-0132472

SELPA name:

Sonoma County Charter SELPA

Program Administrator:

Kurt Madden

Phone number:

760.494.9646

Email:

kmadden@cccs.education

Possible Performance Indicators LEA PIR Plan Needs to Address:

Click on the Indicator subtitle to go to the PIR form for that Indicator.

INDICATOR 1
Graduation 4 Year Rate (2018 Fall Dashboard)

INDICATOR 2
Dropout 4 Year Rate (Annual Performance Report 2017–18)

INDICATOR 3
Statewide Assessments: Achievement–Mathematics (2018 Fall Dashboard)

Statewide Assessments: Achievement–English Language Arts (2018 Fall Dashboard)

Statewide Assessments: Participation–Mathematics (Annual Performance Report 2017–18)

Statewide Assessments: Participation–English Language Arts (Annual Performance Report 2017–18)

INDICATOR 4A
Suspension and Expulsion

INDICATOR 5
Least Restrictive Environment (Annual Performance Report 2017–18)

INDICATOR 6:
Preschool Least Restrictive Environment (Annual Performance Report 2017–18)

INDICATOR 8
Parent Involvement (Annual Performance Report 2017–18)

INDICATOR 14
Post-School Outcomes (Annual Performance Report 2017–18)

CHILD FIND
LEA PIR Letter

Welcome to the Performance Indicator Review:

The PIR Plan will consist of this document (the LEA Identification document) and documents for each indicator and Child Find element in which the LEA has not met the performance level or target, as indicated in the 2017–18 California School Dashboard (Dashboard), the 2017–18 Local Level Annual Performance Report (APR), and the LEA Performance Indicator Review (PIR) letter. Each indicator has its own document. Guidance for PIR is available in a separate document. Also, there is a list of Consultants by region, if there are questions regarding the PIR.

Performance Indicators

Use the LEA PIR Letter to find out which indicators LEA needs to address for PIR, based on the status on the California School Dashboard for Indicators 1, 3 (achievement), and 4 or Annual Performance Report (APR) for Indicators 2, 3 (participation), 5, 6, 8, 14, or the LEA PIR Letter for Child Find. Put an 'X' in the box below for each indicator that the LEA must address in the PIR Plan.

1	2	3	4A	5	6	8	14	Child Find
		X						

PIR Team Members

For each member of the PIR Team, list his/her name, LEA title, and the PIR Team Role s/he fulfills (General Education Administrator, Special Education Administrator, SELPA Representative, General Education Teachers, Special Education Teachers, or Other).

Name	Title	PIR Team Role (SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers or Other)
John Fischer	Program Specialist – Sonoma County Charter SELPA	1. Play an active role in helping Charter/LEA LEAs to understand the calculation of SPPIs and the implication of a failure to meet the targets established for LEAs in California; 2. Assist the Charter/LEA/LEA in identifying and correcting noncompliant policies, procedures, and practices; 3. Assist the Charter/LEA/LEA in identifying new strategies and activities that would contribute to the Charter/LEA/LEA improvement; 4. Recommend/Locate Resources; 5. Collect and review the Charter/LEA/LEA PIR Plan Documents for required components and, 6. Submit the final approved version of the Charter/LEA/LEA's PIR Plan Document to the

Name	Title	PIR Team Role (SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers or Other)
		California Department of Education.
Christine Ferher Heidi Gasca	Program Directors	Oversee the PIR process for the 2019-2020 school year; tracks compliance of planned PIR activities; organizes and attends PIR meetings as well as meetings designed to support the PIR process, holds meetings with stakeholders on the PIR process and/or to garner support for increased achievement and participation in the CAASPP assessment system; works with Director of Assessment to track student participation on CAASPP tests, and plays an active role in organizing the team to collect and analyze data and collaborate on program curriculum and assessment recommendations.
Dr. Tess Reid	Director, Special Education	1. Assist the Charter/LEA with the initial planning process for PIR; 2. Provide technical assistance and support related to the PIR Process and/or PIR Plan Documents; 3. Provide oversight of the Charter/LEA's PIR Action Planning Process; 4. Review and provide feedback on the Charter/LEA's PIR Document throughout all phases of development; 5. Submit the Charter/SELPA's final version of the PIR Plan Document to SELPA on behalf of the Charter; 6. Provide support for compliance of the PIR Plan developed by the Charter/LEA from implementation through completion;

Name	Title	PIR Team Role (SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers or Other)
		7. Serve as the liaison between the Charter/LEA and the SELPA throughout the Charter/LEA's PIR process.
Dr. Sucari Epps +1 Program Specialist – To Be Determined	Program Specialist	Provide ongoing support with testing changes for special education, work with opt out parents to find value in the testing process for students and encourage testing participation, ensure all of the testing accommodations are appropriately entered into the TOMS system, collaboratively train teachers with general and special education teams, monitor PIR processes with Program Directors and report progress back to the Director of Special Education, promote the CAASPP Assessment System as part of the IEP process when assigned as LEA designee, and attend PIR meetings as necessary.
Ericka Zemmer	Assistant Principal	Support PIR process and special education as directed.
Kiera O'Brien Jennifer Littig Ellen Davison Debi Huber April Saade Keri Schneewiss Jennifer Sanchez Jennifer Craig Lorrie Wood	English Teacher English Teacher Math Teacher 6th Grade Teacher Intervention Coordinator Assistant Director Student Services High School Coordinator Assessment Lead English HQ Teacher	Collaborate and consult with Special Education staff as listed in the PIR action plan; collaboratively teach Math and ELA content virtually; provide student achievement data for Math and ELA on an ongoing basis to Education Specialists

Name	Title	PIR Team Role (SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers or Other)
Mark Holtebeck	Education Specialist	Work Collaboratively with general education teachers in supporting students with disabilities with high achievement of Math and ELA content a access and comprehension as well as IEP goals of the same.
Kristy Spurgin	Special Education Coordinator	
Kristen LeMay	Education Specialist	

If the LEA has additional team members, add rows, as needed.

Completed and Pending PIR Team Meeting Dates

List all of the dates the PIR Team has met or plans to meet and the purpose of each meeting.

Dates	Meeting Purpose (Analysis, Planning, Implementation, and Monitoring. All are required.)	Dates	Meeting Purpose (Analysis, Planning, Implementation, or Monitoring)
03.26/2019	Planning	January-February 2020	Implement additional strategies to increase testing participation
04/02/2019	Analysis and Planning Data Mining	March 2020	Implementation and Monitoring Call individual parents who have not responding to testing date appointments and/or who have written opt out letters to the Charter
4/23/2019	Analysis and Planning	May 2020	Monitoring Review participation rates
4.29/2019 **Christine Feher Principal Jennifer Littig, Mark Holetbeck (SPED), Ellen Davison, Debi Huber**	Review Data, explore solutions via collaborative google doc [RECORDED MEETING](#)	Summer 2020	Monitoring Review CAASPP test scores from Spring 2020 for the Charter
5/13/2019	Analysis & Planning		

Dates	Meeting Purpose (Analysis, Planning, Implementation, and Monitoring. All are required.)	Dates	Meeting Purpose (Analysis, Planning, Implementation, or Monitoring)
	Collaboratively respond to the PIR Action Plan		
5/20/2019	Analysis & Planning Collaboratively respond to the PIR Action Plan		
Summer 2019	Planning & Implementation Review PIR Action Plan and results with all staff to involve all stakeholders		
November 2019	Implementation and Monitoring Meet to ensure PIR Identified strategies are being properly implemented		

Data Source Checklist

Identify which data sources were reviewed in developing the Local Education Agency's Performance Indicator Review Root Cause Analysis and Improvement Plan for each Indicator. Place an X under the Indicator number for each data source that was reviewed for that Indicator. Mark all that apply.

Data Sources   **Indicators**

Data Sources	1	2	3	4A	5	6	8	14	CF*
California School Dashboard Graduation Rate – Students with Disabilities									
California School Dashboard Suspension Rate – Students with Disabilities									
California School Dashboard ELA CAASPP Assessment Results – Students with Disabilities			X						
California School Dashboard Math CAASPP Assessment Results – Students with Disabilities			X						
California School Dashboard Student Group Report			X						
California School Dashboard School Five-by-Five Placement			X						
California School Dashboard Chronic Absenteeism									
California School Dashboard College/Career Indicator Reports & Data									

	1	2	3	4A	5	6	8	14	CF *
Test Operations Management System (TOMS) Accommodations									
Annual Performance Report (APR) Measures – ELA CAASPP Participation Rate			X						
Annual Performance Report (APR) Measures – ELA CAASPP Participation Rate			X						
Annual Performance Report (APR) Measures – Drop Out Rate									
Annual Performance Report (APR) Measures – Percent of Students in Regular Class Greater than 80% of the Day									
Annual Performance Report (APR) Measures – Percent of Students in Regular Class Less than 40% of the Day									
Annual Performance Report (APR) Measures – Percent of Students in Separate Schools									
Annual Performance Report (APR) Measures – Percent of Students 3-5 in Regular Pre-K Programs									
Annual Performance Report (APR) Measures – Percent of Students 3-5 in Separate Pre-K Programs									
Annual Performance Report (APR) Measures – Parents reporting that LEA facilitated parent involvement									
Annual Performance Report (APR) Measures – Post Graduate Survey Data									
Dashboard Alternate School Status Data									
DataQuest, English Language Proficiency Assessments for California (ELPAC)									
DataQuest, LEA Public School Enrollment Over Time									
Student Information System (SIS)									
Interim or Other Assessments			X						
Student Transcripts									
SEIS, Student IEPs and/or Transition Plans									
Student Course Enrollment Data									
Student Records									
Service Logs and/or Pull out Schedules									
Other School Plans, such as WASC, Tech Plan, etc.									
Parent Concerns (Parent surveys, CAC, PTIC, FEC)									
Interview/ Focus Group Data – Parents/ Guardians			X						
Interview/ Focus Group Data – Staff									
Interview/ Focus Group Data – Students									

	1	2	3	4A	5	6	8	14	CF*
Interview/ Focus Group Data –Administration									
Review of Procedures			X						
Interview County Programs, Non-Public Schools, etc.									
Attendance Records									
Interview Counselor(s)									
School Climate Information, discipline data, BIP									
Other: Please list other data reviewed Student Level CAASPP Achievement Data			X						
Other: Please list other data reviewed Charter Level CAASPP Participation Data			X						
Other: Please list other data reviewed Achievement Screeners – ELA and Math			X						

*Child Find

If the LEA has *additional meeting dates, add rows, as needed.*

After completing this LEA Identification document, save this document with all other PIR documents. Complete the PIR Plan for each Indicator for which the target was not met. Each Indicator will have a separate document.

It is recommended that the full PIR Plan be presented to the Local Board.

Once all of the Indicators have been addressed and added to the PIR Plan, the LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan, all of the forms for each indicator and Child Find and the LEA Identification document to California Department of Education, Special Education Division, FMTA II on or before June 30, 2019.

Prepared by California Department of Education February 2019