

2019-20

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

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Highland Academy Charter School	Brent R. Bishop Program Director	brentbishop@highland-academy.org (951) 266-0220

## 2017-20 Plan Summary

### The Story

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

Highland Academy Charter School is a public charter school located in Riverside County that was founded in 2013. The school serves the students and families of Beaumont, CA and surrounding areas. The school's motto is "Find Your Genius" and to that end Highland Academy provides a flexible and innovative learning environment to better meet the individual needs and interests of each student. Highland Academy strives for academic excellence and also places an equal emphasis on character to effectively develop lifelong learners and productive citizens. In addition to rigorous academic classes, Highland Academy offers an array of elective and extra curricular activities, including STEM, to help students expand their horizons.

As a California charter public school, we operate independently of any district, however, we have a strong relationship with our authorizing district, Beaumont Unified School District. Beaumont USD honors parent choice in education and supports our innovative option for the community.

Highland Academy currently serves 340 TK-8 students. Percent of total enrollment per student group are as follows:

- African American - 3.6%
- American Indian - 1.5%
- Asian - 2.1%
- Hispanic - 42.4%
- Two or More Races - 1.8%
- White - 48.1%

Highland Academy's population is comprised of 5.6% English learners, 0.3% Foster Youth, 21.4% Socioeconomically Disadvantaged, and 9.2% Students with Disabilities. Highland Academy has

contracted with Beaumont Unified School District to provide our Special Education services at our school site. Highland Academy currently employs 31 full-time and part-time certificated and classified staff who are passionate about helping students find their genius.

Highland Academy recognizes the important role that technology has in education and the necessity for every student to be computer literate in order to be career and college ready. To that end Highland Academy has continued to increase technology available to students and provide the necessary technology training necessary throughout our school to ensure that every child has the opportunity to grow their skills in preparation for academics and careers in a modern world. The ratio of students to computers is 1:1 for grades TK-8.

Athletic programs are available to all Highland Academy students grades 6-8. Our school competes against middle schools in the San Geronio Pass area. Offerings include flag football, volleyball, soccer, basketball, softball, cross country, and archery. Teams are coached by faculty, staff, and parent volunteers.

## LCAP Highlights

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

Working closely with all stakeholders to align LCAP goals with its charter document, Highland Academy Charter School has identified the following goals to focus on:

Goal 1: The percentage of students who demonstrate grade-level proficiency in ELA and Math will increase annually.

Goal 2: Hire, appropriately assign and compensate highly qualified staff.

Goal 3: Students will have access to Chromebooks in all of their classes.

Goal 4: Provide and maintain safe facilities for learning.

Goal 5: Facilitate parent involvement.

Goal 6: Reduce the number of student suspensions and expulsions.

Goal 7: Maintain a high level of attendance.

## 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

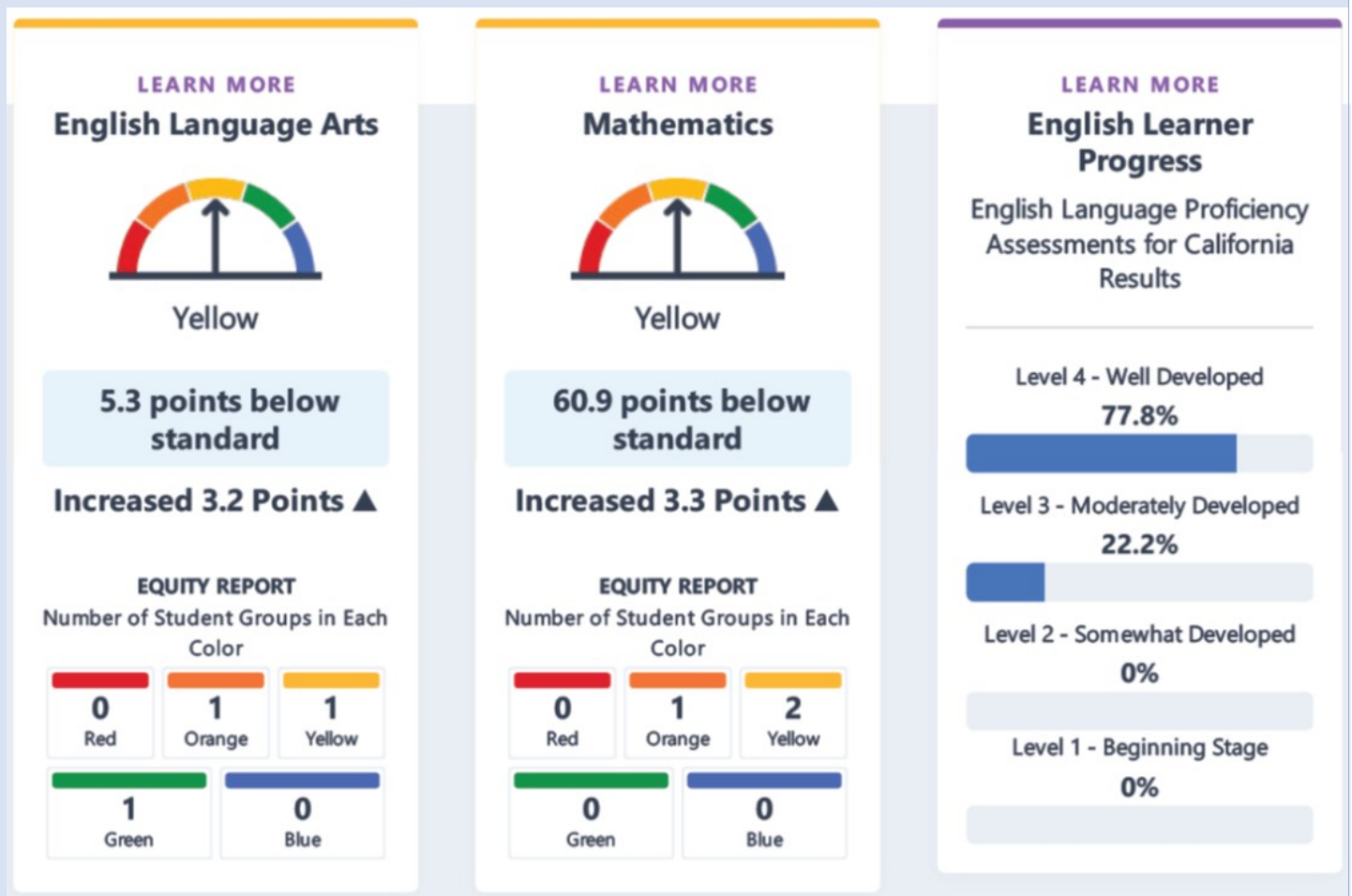
In reviewing the 2018 Smarter Balanced Assessment data results, Highland Academy students school-wide made progress toward proficiency in English Language Arts (3.2 points) and

Mathematics (3.3 points). On the CA Dashboard, both these subject were Orange last year in 2017; they are now rated as Yellow. In Language Arts, students subgroups that saw improvement on the 2018 SBAC include our Socioeconomically Disadvantaged students who saw an increase of 9.1 points and our students who identified as white improved by 11.8 points. In Mathematics, improvement was also seen in these same subgroups with 3.3 points and 12.8 points respectively.

English Learners are also making significant progress toward English Language acquisition at Highland Academy with 77.8% of our EL students scoring Level 4 ("Well Developed") and 22.2% scoring Level 3 ("Moderately Developed") on the ELPAC.

Our suspension rate also showed improvement with decrease of 3% from 11.4% in 2017 to 8.4% in 2018.

We are proud to report this progress while at the same time recognizing that work remains to be done.



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

Although we saw progress school-wide in ELA and Math, our Hispanic population showed a decline of 14.2 points in ELA and 17.5 points in Math in 2018. To address these deficits, Highland Academy will continue providing ongoing professional development training for all General Education teachers in the area of greater academic achievement through small group instruction, differentiation, classroom management, Depth of Knowledge, etc. Additionally, benchmark screening and progress monitoring will continue to be universally implemented throughout the school, and adjusted where necessary, to more quickly and accurately identify areas of need for individual students so these weaknesses can be addressed.

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

### PERFORMANCE GAPS

After analyzing the data provided by the California School Dashboard, performance gaps in our Hispanic population were observed. In Language Arts, our "All Students" were in the Yellow at 5.3 points below standards, however our Hispanic student scores were lower in the Orange at 25.7 points below standards. This represents a gap of 20.4 points. Similarly in Mathematics, our "All Students" were in the Yellow at 60.9 points below standards, however our Hispanic student scores were also lower in the Orange at 86.1 points below standards. This represents a gap of 25.2 points

### PLAN TO ADDRESS PERFORMANCE GAPS

Provide ELA and Math teachers with more effective diagnostic and assessment tools to track student progress and address academic deficiencies "on the fly". Example include, but are not limited to: Edulastic, IXL, Dibels, Khan Academy, and Accelerated Reading. Training will also be provided to staff so these resources can be effectively implemented.

Highland Academy will hire a part-time instructional assistant to work hands-on with struggling students in the Math and ELA classes.

Professional development opportunities about Project-Based Learning, differentiation, student engagement, scaffolding, purposeful grouping, and classroom management will be provided to certificated teachers. School administration will follow-up with teachers consistently throughout the year to ensure training is being implemented in the classroom and to provide support as needed.

## Comprehensive Support and Improvement

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

### Schools Identified

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

N/A

## **Support for Identified Schools**

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

N/A

## **Monitoring and Evaluating Effectiveness**

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

N/A

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 1

Highland Academy Charter School will ensure that all students will achieve to their highest potential and make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards and expectations

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - 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

**Metric/Indicator**

SBAC assessments, school assessments, student work, percentage of work completed

**18-19**

The percentage of students who demonstrate grade-level proficiency in ELA and Math will increase by 5%.

**Baseline**

43.40% of our students were proficient in Language Arts and 23.02% in Math on the 2016/2017 SBAC.

Actual

The percentage of students who demonstrated grade-level proficiency in ELA increased to 48% and in math to 27%.

	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	43.0	48.0
Mathematics (grades 3-8 and 11)	23.0	27.0

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide access to effective Common Core aligned curriculum and supplemental materials in Language Arts and Math	The school provided effective Common Core aligned curriculum and supplemental materials in Language Arts and Math.	4000-4999: Books And Supplies General Fund \$30,561.00	4000-4999: Books And Supplies General Fund \$37,584.00

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide staff members with research-proven professional development opportunities twice a month. Professional Development at Highland Academy will focus on these five features: (1) Establishing vision of academic success for all students based on high expectations (2) Providing effective differentiation and interventions for struggling learners (3) Creating safe and cooperative climate for learning (4) Tracking data to promote collaborative inquiry and practices that improve student learning (5) Cultivating leadership in students, staff, parents, student, and community partners	Professional development was provided to all certificated teachers on a monthly basis. In addition to on-site trainings, the school also actively sought out professional development opportunities in the Southern California region to send employees to.	5000-5999: Services And Other Operating Expenditures General Fund \$10,000,00	5800: Professional/Consulting Services And Operating Expenditures General Fund \$31,984.00

### Action 3

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



Provide tutoring and additional resources as needed for struggling students

Tutoring was provided by all teachers on a weekly basis before school, after school or during lunch. A part-time instructional assistant was also hired to provide one-on-one and small group help to students.

2000-2999: Classified Personnel Salaries General Fund \$5,060.00

1000-1999: Certificated Personnel Salaries General Fund \$46,034.00

#### Action 4

##### Planned Actions/Services

Create and Administer Language Arts and Math Benchmark Assessments that will provide data that will direct teacher instruction and interventions during the school year.

##### Actual Actions/Services

Highland Academy purchased a school license to Edulastic which helped streamline the Benchmark process and provided data that directed teacher instruction and interventions during the school year.

##### Budgeted Expenditures

1000-1999: Certificated Personnel Salaries General Fund \$5,060.00

##### Estimated Actual Expenditures

4000-4999: Books And Supplies General Fund \$1,360.00

#### Action 5

##### Planned Actions/Services

Provide instructional support classes (Study Hall, SOAR elective class, and extracurricular activities to assist at-risk students.

##### Actual Actions/Services

The school provided instructional support classes such as study hall (AIP), SOAR Study Skills Curriculum, and extracurricular activities to assist at-risk students.

##### Budgeted Expenditures

1000-1999: Certificated Personnel Salaries General Fund \$10,450.00

##### Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries General Fund \$693.00

## Analysis

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

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

Goal #1 was for all students to demonstrate progress toward mastery of Common Core State Standards as demonstrated on multiple measures of student achievement, most notably site-based benchmark exams and the SBAC. To achieve this goal, the school purchased Common Core aligned curriculum and supplemental materials in Language Arts and Math and trained teachers in the implementation of these. Additionally, professional development opportunities were made available to staff both on and off site.



Tutoring and study hall continue to be offered to Highland Academy students in need of such.

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

Performance on the 2018 SBAC test indicate that there was progress toward mastery by "All" students in the areas of ELA and Math.

48% of the students met or exceeded standards in ELA on the 2018 SBAC test, while 43% of students met or exceeded standards in ELA the year before. This is an increase of 5% which is right in line with our stated goal.

In Mathematics, 27% of students were proficient or advanced in 2018 as opposed to only 23% in 2017. This is an increase of 4%, which is just a tick behind our stated goal of 5%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions 2 and 3 - Expenditures were considerably higher than originally budgeted because our school was a recipient of the Low-Performing Students Block Grant. With this grant, we were able to provide additional Professional Development opportunities for teachers as well as hire a part-time Instructional Assistant to assist struggling learners in the areas of Math.

Action 4 - The cost was less than anticipated. Instead of paying teachers during their prep periods or off-days to create benchmark exams for the entire school, we purchased a license to Edulastic which streamlined this process for us.

Action 5 - The cost was also less than expected. The school built these responsibilities into existing staff positions thus eliminating the need to hire additional staff.

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.

Growth was seen in both ELA and Math. The school will continue to implement the aforementioned actions.

# 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

Hire, appropriately assign and compensate highly qualified certificated staff

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

HR data, CALPADS report, SARC, PowerSchool (Student Information System)

**18-19**

All students will receive instruction from a fully credentialed and appropriately assigned teaching staff.

**Baseline**

All teachers teaching academic classes will be highly qualified and fully credentialed.

Highland Academy completed the school year with all academic classes on campus being taught by a highly-qualified credentialed teacher.

## Actions / Services

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

### Action 1

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>Hire, appropriately assign and compensate highly qualified certificated staff.</p> <p>Track credentials through the California Commission on Teacher Credentialing website.</p>	<p>All of our teachers, with the exception of one employee who started the year on a university internship, have their proper teaching credential and are considered highly qualified. The teacher who was on an internship has now received their credential resulting in 100% achievement of this goal.</p>	<p>1000-1999: Certificated Personnel Salaries General Fund \$830,200</p>	<p>1000-1999: Certificated Personnel Salaries General Fund \$862,322.00</p>

## 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 credentials of all potential employees are reviewed prior to any job offer being extended. CCTC is checked throughout the school year to ensure credentials of current employees remain up-to-date and valid.

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

Our efforts to appropriately staff our school have been successful. Per the LCAP survey that was sent home to our families, parents and students are satisfied with the level and quality of support and instruction they received from our teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a \$32,000 variance between the budgeted expenditures and actual expenditures in teacher salaries. Educator salaries grow as teachers increase their education and gain years of experience.

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

This goal, expected outcomes, metrics, and actions/services will remain the same.

# 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

Students will have 1:1 access to Chromebooks in all of their classes.

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 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

SARC, Parent and Teacher Surveys, site review

**18-19**

All students will have access to necessary technology in each of their classes

**Baseline**

1:1 Chromebooks in each class for each student

Highland Academy was able to continue to provide students with 1:1 Chromebooks in each academic class on campus.

## 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 Chromebook use for all students

1:1 Chromebooks were provided for each student in each of their classes.

4000-4999: Books And Supplies  
General Fund \$26,773.14

## Analysis

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

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

Teachers complete a technology inventory at the end of each school year and the appropriate amount of Chromebooks are purchased to ensure that all classes have enough for each student.

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

We were 100% effective in providing teachers and students with the technology they needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Slightly more money was needed this year to purchase Chromebooks than originally anticipated. The lifespan of Chromebooks can be notoriously difficult to predict which makes anticipating how many we need to purchase an inexact science. We originally budgeted \$21,189.00 and ended up spending \$26,773.14.

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

No changes were made to this goal, expected outcomes, metrics, or actions and services.

# 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

Provide and maintain safe facilities for learning

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

SARC report, Maintenance and Facilities review

**18-19**

Site will maintain satisfactory condition or better on the facility survey.

**Baseline**

Keep the school site in safe and functional condition for our learning community.

Our facility remains safe and in satisfactory condition.

## 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

Provide needed repairs and services to support facility maintenance.

Needed repairs and services were completed as necessary.

Ongoing maintenance, equipment, repairs, and supplies  
5000-5999: Services And Other

5000-5999: Services And Other  
Operating Expenditures General Fund \$16,222.00

Operating Expenditures General Fund \$7,393.00

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide support staff (grounds keeping, custodial)	We employed a grounds keeper a full-time night custodian, and part-time day custodian to keep campus clean and functional.	5000-5999: Services And Other Operating Expenditures General Fund \$46,043.00	2000-2999: Classified Personnel Salaries General Fund \$56,239.00

## 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.

When repairs are needed on campus, school employees submit "service requests" to school administration who in turn distribute it to the custodian or grounds keeper. If an outside service is needed, for example pest control, we contract their services instead.

Our campus is rented from Beaumont Unified School District, and as such, we contact them and they are in charge of fixing "substantial repairs" per our charter document.

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

Although our school campus is old, we continue to maintain a functional and safe learning environment for our students. Upkeep and repair will continue to be a priority for our school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 required more money than originally anticipated due to repairs that needed to be made to our aging facilities. Regarding Action 2, our custodians worked more hours than originally anticipated.

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

No changes will be made to this goal.





# 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 5

Facilitate parent involvement

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 3: Parental Involvement (Engagement)
  - 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

**Metric/Indicator**

SARC, tracking/survey, website traffic data

**18-19**

Increased participation in on site activities, traffic on our website and social media platforms, and other online communications

**Baseline**

Important school events will be attended by a majority of our families.

Actual

Participation at school events continues to see a high participation rate. Data from the school website and social media accounts continue to show increased usage.

## 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
Open invitations to meetings and other campus events by email, posting on Facebook and Twitter, posting on the website, and through news media.	Our social media following continues to increase. For example, followers of our Facebook page increased by 10% this year. Our Twitter, Instagram, and website show increased traffic and participation as well.	5000-5999: Services And Other Operating Expenditures General Fund \$440.00	5000-5999: Services And Other Operating Expenditures General Fund \$175.77

## 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.

Highland Academy updates its website and social media platforms weekly with upcoming events and opportunities for families to get involved.

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

Highland Academy has been extremely pleased with the impact our website and social media presence have had on our learning community. Parents and students are more informed and we have seen a dramatic increase in volunteering and attending school sponsored events.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We spent less money on our website than in years past because last year we purchased a multiyear subscription which eliminated the need for us to do so again this year. Social media accounts on Facebook, Instagram, Twitter, etc. are free for our school.

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

No changes were made to this goal, expected outcomes, metrics, or actions and services.

# 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 6

Reduce the number of student suspensions and expulsions

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

PowerSchool discipline reports, SARC, California School Dashboard

**18-19**

Reduction in suspension and expulsion rates

**Baseline**

The percentage of student suspensions will be reduced annually.

Suspensions were reduced in our school from 11.4% in 2017 to 8.4% in 2018. This represents a decrease of 3%.

## 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

Add In-School Suspension (ISS) and begin implementing Restorative Justice (PBIS) as

Highland Academy has added In-School Suspension to the school's discipline matrix and has begun

5000-5999: Services And Other Operating Expenditures General Fund \$2,200.00

5800: Professional/Consulting Services And Operating

another layer of the school's discipline matrix.

training staff in PBIS and implementing it school-wide.

Expenditures General Fund \$2,000.00

### Action 2

#### Planned Actions/Services

Behavior contracts and bi-monthly check-ins by an administrator or the student mentor with students who have been suspended from school.

#### Actual Actions/Services

Behavior contracts and bi-monthly check-ins were effectively implemented.

#### Budgeted Expenditures

2000-2999: Classified Personnel Salaries General Fund \$2,200.00

#### Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries \$0.00

### Action 3

#### Planned Actions/Services

Increase student supervision during breaks and lunches

#### Actual Actions/Services

Our part-time custodian also helped with supervision during breaks and lunch.

#### Budgeted Expenditures

2000-2999: Classified Personnel Salaries General Fund \$9,900.00

#### Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries General Fund \$9,900.00

## 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.

Highland Academy has added In-School Suspension to the school's discipline matrix and has begun training staff in PBIS and implementing it school-wide. Supervision has also been increased during breaks and lunch.

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

Our efforts have been successful resulting in a 3% reduction of suspensions on campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2 was able to be implemented without any expenditures on our part.

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

No changes were made to this goal, expected outcomes, metrics, or actions and services.

# 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 7

Ensure a high rate of student attendance

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

PowerSchool attendance report, SARC

**18-19**

Maintain an ADA of 95% or higher.

**Baseline**

Highland Academy will maintain an ADA of at least 95%

Highland Academy achieved this goal with an ADA of 96.5% at P2 and 1.5% greater than the budget.

### 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

Provide students with various attendance incentives and awards.

The school provides students with various attendance incentives and awards throughout the year,

4000-4999: Books And Supplies  
General Fund \$500.00

4000-4999: Books And Supplies  
General Fund \$500.00



particularly at the end of each quarter and semester.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Have attendance assemblies to recognize exceptional attendance of individual students.	Exceptional attendance has been recognized throughout the year.	4000-4999: Books And Supplies General Fund 500.00	4000-4999: Books And Supplies General Fund \$500.00

## 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.

Attendance has been recognized consistently throughout the year in the form of certificates, awards, assemblies, and invitations to exclusive activities (for example "Pizza with the Principal")

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

Our 96.5% ADA indicates that our plan has been tremendously effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

No changes will be made to this goal, outcomes, metrics, or actions.

# 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?

Due to its small size and scale with only 340 students, the school uses frequent discussions and parent meetings with an already highly involved group of stakeholders. Feedback from stakeholders continues to be solicited and used to drive LCAP goals and action steps.

Stakeholder groups include:

- School administration
- Teachers and staff
- Students
- Parents
- Community members
- Board members

Teacher Meetings:

- Monthly Teacher in-service meeting/training
- Ongoing professional development
- Monthly collaboration meetings

Information disseminated to stakeholders via:

- School website, Facebook, Twitter, and Instagram
- Email or call families with information, updates and announcements using a mass messaging service (OneCallNow).
- Letters and fliers sent home to families

Parent Input/Meetings:

- A Stakeholder LCAP Survey was created and the link was emailed to every family (on 2/12/19 and then again on 3/8/19) and remained open for 6 weeks. This survey accumulated 116 responses representing roughly half of our families.
- Highland Academy held an LCAP meeting on 3/6/19 to review the LCAP process, to update families on progress of the school's LCAP, and to gather input regarding what changes or adjustments they would like to see the school consider.
- Open Houses and other community and parent visits

- School Board Meetings, open to the public, conducted the 2nd Friday of every month.

## Impact on LCAP and Annual Update

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

The data, surveys, and feedback from stakeholders and community members provide the driving force behind the development of our school-wide LCAP goals. The areas of focus or concern that were identified include:

- (a) Highly qualified staff providing rigorous and effective standards-based instruction.
- (b) Maintaining 1:1 Chromebooks in classrooms and training staff and students on more effective use of the technology.
- (c) Increased student achievement on the local and state standardized assessments in the areas of Math and Language Arts, and in so doing preparing students for the next grade level.
- (d) Campus needs to be safe and well maintained. This includes cleaning up campus and the immediate area around it, making necessary repairs to our aging facilities, providing more areas for students to sit and eat during breaks and lunch, cleaning and updating our restrooms, installing a new bell and intercom system campus-wide, installing security cameras, and contracting with a pest control company to treat our campus on a regular basis.
- (e) High quality curriculum in each classroom. This includes providing teachers with intervention and diagnostic tools.
- (f) Providing teachers with consistent professional development opportunities with a focus on student engagement, Depth of Knowledge (DOK), and Project-based Learning (PBL).

# 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

Highland Academy Charter School will ensure that all students will achieve to their highest potential and make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards and expectations

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

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

Local Priorities:

### Identified Need:

Need: Improved proficiency in Language Arts and Math

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC assessments, school assessments, student work, percentage of work completed	43.40% of our students were proficient in Language Arts and 23.02% in Math on the 2016/2017 SBAC.	The percentage of students who demonstrate grade-level proficiency in ELA and Math will increase by 5%.	The percentage of students who demonstrate grade-level proficiency in ELA and Math will increase by 5%.	The percentage of students who demonstrate grade-level proficiency in ELA and Math will increase by 5%.

# 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  
[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  
Schoolwide  
[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

Modified 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

Provide access to effective Common Core aligned curriculum and supplemental materials in Language Arts and Math

### 2018-19 Actions/Services

Provide access to effective Common Core aligned curriculum and supplemental materials in Language Arts and Math.

### 2019-20 Actions/Services

Provide access to effective Common Core aligned curriculum and supplemental materials in Language Arts and Math. Supplemental materials include:

- DIBELS
- IXL
- Edulastic

- Others as decided upon by staff and administration.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$29,816.00	\$30,561.00	\$31,325.00
Source	General Fund	General Fund	General Fund
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books 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)

All  
[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  
Schoolwide  
[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

Modified 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

Provide staff members with research-proven professional development opportunities twice a month. Professional Development at Highland Academy will focus on these five features:  
 (1) Establishing vision of academic success for all students based on high expectations  
 (2) Providing effective differentiation and interventions for struggling learners  
 (3) Creating safe and cooperative climate for learning  
 (4) Tracking data to promote collaborative inquiry and practices that improve student learning  
 (5) Cultivating leadership in students, staff, parents, student, and community partners

2018-19 Actions/Services

Provide staff members with research-proven professional development opportunities twice a month. Professional Development at Highland Academy will focus on these five features:  
 (1) Establishing vision of academic success for all students based on high expectations  
 (2) Providing effective differentiation and interventions for struggling learners  
 (3) Creating safe and cooperative climate for learning  
 (4) Tracking data to promote collaborative inquiry and practices that improve student learning  
 (5) Cultivating leadership in students, staff, parents, student, and community partners

2019-20 Actions/Services

Provide staff members with research-proven professional development opportunities twice a month. Professional Development at Highland Academy will focus on:  
 (1) Project-based learning  
 (2) Student engagement  
 (3) Classroom management  
 (4) Depth of Knowledge  
 (5) Other areas of emphasis as determined by the Board and administration.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,545.00	\$10,000.00	\$15,000.00
Source	General Fund	General Fund	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

**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  
 [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  
Schoolwide  
[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**

Provide tutoring and additional resources as needed for struggling students

**2018-19 Actions/Services**

Provide tutoring and additional resources as needed for struggling students

**2019-20 Actions/Services**

Provide tutoring and additional resources as needed for struggling students. Additionally this year, a part-time instructional assistant will be present in math classes to assist teachers and provide one-on-one and small group support for students who need it.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	4,600.00	\$5,060.00	\$35,955.00
Source	General Fund	General Fund	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries

**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  
[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  
Schoolwide  
[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

Modified 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**

Create and Administer Language Arts and Math Benchmark Assessments that will provide data that will direct teacher instruction and interventions during the school year.

**2018-19 Actions/Services**

Create and Administer Language Arts and Math Benchmark Assessments that will provide data that will direct teacher instruction and interventions during the school year.

**2019-20 Actions/Services**

Create and Administer Language Arts and Math Benchmark Assessments that will provide data that will direct teacher instruction and interventions during the school year. This service will be provided by Edulastic.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	4,600.00	\$5,060.00	\$5,566.00
Source	General Fund	General Fund	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	4000-4999: Books 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)

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

**Location(s):**

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

[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  
 Schoolwide  
 [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

Modified 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

Provide instructional support classes (Study Hall, SOAR elective class, and

2018-19 Actions/Services

Provide instructional support classes (Study Hall, SOAR elective class, and

2019-20 Actions/Services

Provide instructional support classes (Study Hall, SOAR elective class, and

extracurricular activities) to assist at-risk students.

extracurricular activities) to assist at-risk students.

extracurricular activities) to assist at-risk students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	9,500.00	\$10,450.00	\$11,495.00
Source	General Fund	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 2

Hire, appropriately assign and compensate highly qualified certificated staff

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

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Ensure that each class is taught by a highly qualified teacher.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
HR data, CALPADS report, SARC, PowerSchool (Student Information System)	All teachers teaching academic classes will be highly qualified and fully credentialed.	All students will receive instruction from a fully credentialed and appropriately assigned teaching staff.	All students will receive instruction from a fully credentialed and appropriately assigned teaching staff.	All students will receive instruction from a fully credentialed and appropriately assigned teaching staff.

### 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

[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

Schoolwide

[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

2017-18 Actions/Services

Hire, appropriately assign and compensate highly qualified certificated staff.

Track credentials through the California Commission on Teacher Credentialing website.

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

Unchanged Action

2018-19 Actions/Services

Hire, appropriately assign and compensate highly qualified certificated staff.

Track credentials through the California Commission on Teacher Credentialing website.

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

Modified Action

2019-20 Actions/Services

Hire, appropriately assign and compensate highly qualified certificated staff.

Track credentials through the California Commission on Teacher Credentialing website.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$824,182	\$830,200	\$895,629
Source	General Fund	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 3

Students will have 1:1 access to Chromebooks in all of their classes.

### 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 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Provide students with 1:1 Chromebooks in each of their classes giving them access to curriculum and instructional materials to support student learning and achievement.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC, Parent and Teacher Surveys, site review	1:1 Chromebooks in each class.for each student	All students will have access to necessary technology in each of their classes	All students will have access to necessary technology in each of their classes	All students will have access to necessary technology in each of their classes

## 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

[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

Schoolwide

[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

1:1 Chromebook use for all students

2018-19 Actions/Services

1:1 Chromebook use for all students

2019-20 Actions/Services

1:1 Chromebook use for all students

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,673	\$21,189	\$21,718
Source	General Fund	General Fund	General Fund
Budget Reference	4000-4999: Books And Supplies Maintain 1:1 Chromebooks in each class; Replace or repair when needed	4000-4999: Books And Supplies Maintain 1:1 Chromebooks in each class; Replace or repair when needed	4000-4999: Books And Supplies Maintain 1:1 Chromebooks in each class; Replace or repair when needed



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 4

Provide and maintain safe facilities for learning

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

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

### Identified Need:

The school's campus located at 715 Wellwood Ave. is an older campus with a long history in the city of Beaumont. As such, repair and maintenance are a priorities to ensure the facilities are safe, clean, comfortable, and ready for student use.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC report, Maintenance and Facilities review	Keep the school site in safe and functional condition for our learning community.	Site will maintain satisfactory condition or better on the facility survey.	Site will maintain satisfactory condition or better on the facility survey.	Site will maintain satisfactory condition or better on the facility survey.

## 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  
[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)

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  
Schoolwide  
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)

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

Provide needed repairs and services to support facility maintenance.

## 2018-19 Actions/Services

Provide needed repairs and services to support facility maintenance.

## 2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,248.00	\$7,393.00	\$7,541.00
Source	General Fund	General Fund	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures Ongoing maintenance, equipment, repairs, and supplies	5000-5999: Services And Other Operating Expenditures Ongoing maintenance, equipment, repairs, and supplies	5000-5999: Services And Other Operating Expenditures Ongoing maintenance, equipment, repairs, 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)

All  
[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  
Schoolwide  
[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

2017-18 Actions/Services

Provide support staff (grounds keeping, custodial)

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

Unchanged Action

2018-19 Actions/Services

Provide support staff (grounds keeping, custodial)

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

Modified Action

2019-20 Actions/Services

Provide support staff (grounds keeping, custodial)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$37,600.00	\$46,043.00	\$48,128.00
Source	General Fund	General Fund	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 5

Facilitate parent involvement

### 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 3: Parental Involvement (Engagement)
  - 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:

To increase parent involvement at home and at school

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC, tracking/survey, website traffic data	Important school events will be attended by a majority of our families.	Increased participation in on site activities, traffic on our website and social media	Increased participation in on site activities, traffic on our website and social media	Increased participation in on site activities, traffic on our website and social media

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

platforms, and other  
online communications

platforms, and other  
online communications

platforms, and other  
online communications

## 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  
[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  
Schoolwide  
[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

Modified 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

Open invitations to meetings and other campus events by email, posting on

2018-19 Actions/Services

Open invitations to meetings and other campus events by email, posting on

2019-20 Actions/Services

Open invitations to meetings and other campus events by email, posting on



Facebook and Twitter, posting on the website, and through news media.

Facebook and Twitter, posting on the website, and through news media.

Facebook and Twitter, posting on the website, and through news media.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$400.00	\$440.00	\$484.00
Source	General Fund	General Fund	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 6

Reduce the number of student suspensions and expulsions

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

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

### Identified Need:

Our suspension rate of 11.4% is identified by the state of California as "very high".

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PowerSchool discipline reports, SARC, California School Dashboard	The percentage of student suspensions will be reduced annually.	Reduction in suspension and expulsion rates	Reduction in suspension and expulsion rates	Reduction in suspension and expulsion rates

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

#### Location(s):

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

All  
 [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)  
 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  
 Schoolwide  
 [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  
 Modified 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  
 Add In-School Suspension (ISS) and begin implementing Restorative Justice (PBIS) as another layer to the school's discipline matrix.

2018-19 Actions/Services  
 Utilize In-School Suspension (ISS) in lieu of OSS when possible and continue implementing Restorative Justice (PBIS) as another layer of the school's discipline matrix.

2019-20 Actions/Services  
 Utilize In-School Suspension (ISS) in lieu of OSS when possible and continue implementing Restorative Justice (PBIS) as another layer of the school's discipline matrix.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,000.00	\$2,200.00	\$2,420.00
Source	General Fund	General Fund	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

**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  
[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  
Schoolwide  
[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

New Action

2017-18 Actions/Services

Behavior contracts and bi-monthly check-ins by an administrator or the student mentor with students who have been suspended from school.

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

Unchanged Action

2018-19 Actions/Services

Behavior contracts and bi-monthly check-ins by an administrator or the student mentor with students who have been suspended from school.

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

Unchanged Action

2019-20 Actions/Services

Behavior contracts and bi-monthly check-ins by an administrator or the student mentor with students who have been suspended from school.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	2000.00	\$2,200.00	\$2,420.00
Source	General Fund	General Fund	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

### 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  
[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  
Schoolwide  
[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

New 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

Increase student supervision during breaks and lunches

2018-19 Actions/Services

Increase student supervision during breaks and lunches

2019-20 Actions/Services

Increase student supervision during breaks and lunches

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$9,000.00	\$9,900.00	\$10,890.00
Source	General Fund	General Fund	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 7

Ensure a high rate of student attendance

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

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Identified Need:

Students with chronic absenteeism perform lower in class and on standardized testing.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PowerSchool attendance report, SARC	Highland Academy will maintain an ADA of at least 95%	Maintain an ADA of 95% or higher.	Maintain an ADA of 95% or higher.	Maintain an ADA of 95% or higher.

### 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  
[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  
Schoolwide  
[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

## 2017-18 Actions/Services

Provide students with various attendance incentives and awards.

## 2018-19 Actions/Services

Provide students with various attendance incentives and awards.

## 2019-20 Actions/Services

Provide students with various attendance incentives and awards.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$500.00	\$500.00	\$500.00
Source	General Fund	General Fund	General Fund
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books 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)

All  
[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  
Schoolwide  
[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

New Action

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

New Action

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

New Action

## 2017-18 Actions/Services

Have attendance assemblies to recognize exceptional attendance of individual students.

## 2018-19 Actions/Services

Have attendance assemblies to recognize exceptional attendance of individual students.

## 2019-20 Actions/Services

Have attendance assemblies to recognize exceptional attendance of individual students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	500.00	500.00	500.00
Source	General Fund	General Fund	General Fund
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$257,535.00

Percentage to Increase or Improve Services

9.1%

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).

Highland Academy has determined that the most efficient use of funds is to provide supplemental services in a school-wide manner ensuring that all students, including the targeted population, receives support. The following school-wide actions/services will be implemented and assessed for effectiveness to support all students, in particular our Unduplicated Pupils. These services include:

- All students will be assessed frequently via benchmark assessments and other local measures and data will be evaluated to ensure appropriate supports and interventions are put into place in order to support student achievement.
- Providing professional development for certificated staff in the areas of Project-based learning, differentiation, classroom management, student engagement, Depth of Knowledge (DOK), and Positive Behavioral Interventions and Supports (PBIS).
- The purchase of additional Common Core aligned curriculum and supplemental materials.
- Lunch and after-school tutoring with a credentialed teacher at no charge to the family.
- Continue funding for an Instructional Assistant to provide small group and one-on-one support to any pupil in need of it in Math and Language Arts classes.
- Provide collaboration time for certificated teachers to analyze data and plan and develop strategies to support their students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$56,411.00

2.5%

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).

The school will implement goals and programs as have been expounded in this document, such as: expanded professional development, technology upgrades, supplemental materials and supplies designed to close the achievement gap. Additional supplemental strategies include: technology enhanced instruction, family involvement and engagement, extra learning time before and after school and during lunch, additional support personnel, supplemental materials, enrichment, and STEM instruction. Providing these services to all students enables us to reach and serve the entire student population, particularly our unduplicated pupils, by providing additional supplementary experiences for them that promote the acquisition of essential critical thinking skills, with the ultimate goal of preparing each student for a successful post-secondary career.

Through a combination of staffing and programs, Highland Academy provides training, support, and guidance for the staff in order to meet the needs of all its students. Professional development focuses on supporting teachers as they implement the Common Core Standards, and there will be additional emphasis on how to successfully engage and support students who might need extra support in relation to the standards.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$55,036.00

2.94%

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).

Highland Academy's population of unduplicated students including low income and English learners are across all grade levels. The following programs are school-wide:

Professional development given to our certificated staff focuses on providing instruction that supports all students and scaffolds for at-risk and English Learners. Staff development days were provided numerous times this year on minimum days and early-release Fridays. Emphasis included: Teaching strategies and Math and Language arts instruction that focus on student achievement and developing successful strategies for student success, technology training, common core, and a review of our school's strengths and weaknesses.

Where applicable, California Teacher Induction (CTI) support providers worked with our beginning teachers. School administration also provides a high level of academic support to teachers.

Curriculum in all the core classes has been purchased to meet the needs of our English Language learners, at-risk, and low income students. The curriculum is also available to student and families online. Currently the school use PowerSchool, Google Classroom, and OneCallNow to communicate with families and to provide instruction, curriculum, supplemental material, and assessments.

Teacher Credentialing: Highland Academy Charter School was able to recruit and hire qualified teachers for all subject areas (100%).

Clean and Safe Facilities: The school provided clean and safe facilities by maintaining the site, making repairs when necessary, and being attentive to new concerns.

Outlined below are the increased and improved services that will be provided to low income, English language and re-designated fluent English proficient pupils through the LCFF and Concentration grants:

For all low income, English Language, re-designated fluent English learners as needed:

- Additional intervention support and tutoring in small group and one-on-one

- Enhanced tracking of the above listed students through the use of our student information system
- Professional development for staff on the California standards to help provide students with tools and strategies that allow them access to the California standards in ELA, math, and literacy in the content areas.

Additionally for English learners:

- ELD curriculum to support and individual instructions to meet a student's needs
- Scaffolds incorporated into content literacy instruction
- Use of effective, research based teaching strategies such as:

1. Identifying Similarities and Differences.

2. Summarizing and Note Taking.

3. Reinforcing Effort and Providing Recognition.

4. Homework and Practice.

5. Nonlinguistic Representation.

6. Cooperative Learning.

7. Setting Objectives and Providing Feedback.

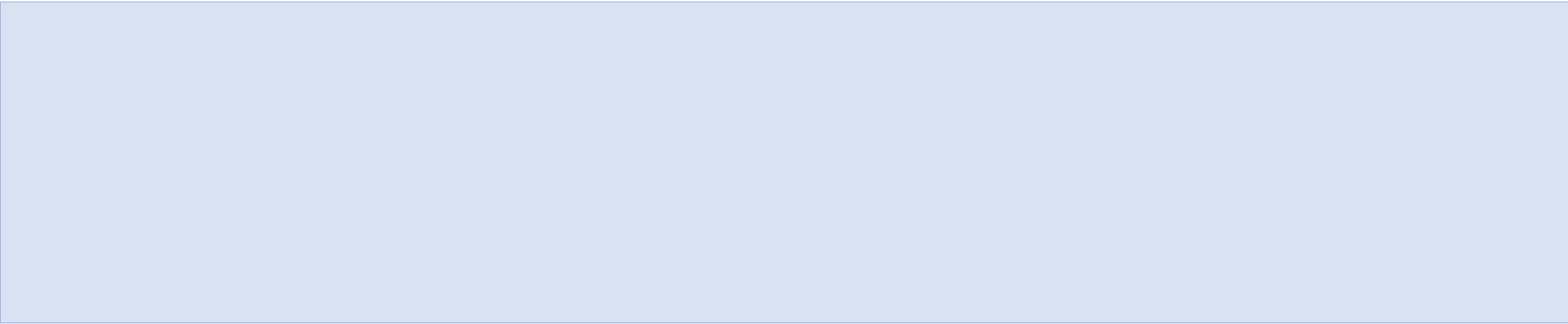
8. Generating and Testing Hypotheses.

9. Cues, Questions, and Advanced Organizers.

- Professional development addressing the integration of the ELD standards into English Language Arts instructions

Additionally for re-designated fluent English proficient pupils:

- Teacher use of academic vocabulary in content areas as supported by professional development



# 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**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*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](mailto: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.
  - 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	1,950,507.00	1,092,286.91	960,164.00	1,971,696.00	1,089,571.00	4,021,431.00
	0.00	0.00	0.00	0.00	5,566.00	5,566.00
General Fund	1,950,507.00	1,092,286.91	960,164.00	1,971,696.00	1,084,005.00	4,015,865.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	1,950,507.00	1,092,286.91	960,164.00	1,971,696.00	1,089,571.00	4,021,431.00
1000-1999: Certificated Personnel Salaries	845,710.00	909,049.00	838,282.00	845,710.00	943,079.00	2,627,071.00
2000-2999: Classified Personnel Salaries	17,160.00	66,139.00	15,600.00	17,160.00	13,310.00	46,070.00
4000-4999: Books And Supplies	31,561.00	66,717.14	51,489.00	52,750.00	59,609.00	163,848.00
5000-5999: Services And Other Operating Expenditures	1,056,076.00	16,397.77	54,793.00	1,056,076.00	73,573.00	1,184,442.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	33,984.00	0.00	0.00	0.00	0.00

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

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	1,950,507.00	1,092,286.91	960,164.00	1,971,696.00	1,089,571.00	4,021,431.00
1000-1999: Certificated Personnel Salaries	General Fund	845,710.00	909,049.00	838,282.00	845,710.00	943,079.00	2,627,071.00
2000-2999: Classified Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	General Fund	17,160.00	66,139.00	15,600.00	17,160.00	13,310.00	46,070.00
4000-4999: Books And Supplies		0.00	0.00	0.00	0.00	5,566.00	5,566.00
4000-4999: Books And Supplies	General Fund	31,561.00	66,717.14	51,489.00	52,750.00	54,043.00	158,282.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	General Fund	1,056,076.00	16,397.77	54,793.00	1,056,076.00	73,573.00	1,184,442.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	0.00	33,984.00	0.00	0.00	0.00	0.00

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



**Total Expenditures by Goal**

<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	1,051,131.00	117,655.00	56,061.00	1,051,131.00	99,341.00	1,206,533.00
<b>Goal 2</b>	830,200.00	862,322.00	824,182.00	830,200.00	895,629.00	2,550,011.00
<b>Goal 3</b>	0.00	26,773.14	20,673.00	21,189.00	21,718.00	63,580.00
<b>Goal 4</b>	53,436.00	72,461.00	44,848.00	53,436.00	55,669.00	153,953.00
<b>Goal 5</b>	440.00	175.77	400.00	440.00	484.00	1,324.00
<b>Goal 6</b>	14,300.00	11,900.00	13,000.00	14,300.00	15,730.00	43,030.00
<b>Goal 7</b>	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	3,000.00
<b>Goal 8</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>Goal 9</b>			0.00	0.00	0.00	0.00

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

<b>Expenditures Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					

<b>Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					