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

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: 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	Highland Academy		
Contact Name and Title	Brent Raymond Bishop Program Director	Email and Phone	brentbishop@highland-academy.org (951) 266-0220

2017-20 Plan Summary

THE STORY

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

EXECUTIVE SUMMARY
Highland Academy Charter School

Who we are:

Highland Academy Charter School is a public charter school located in Riverside County. The school serves the students and families in the San Gorgonio Pass and surrounding areas. Highland Academy serves approximately 340 TK-8 students. Highland Academy continues to phase out our Independent Study program in favor of a traditional classroom setting for elementary students.   For the 2017/2018 school year, only grades TK-1 will be Independent Study whereas grades 2-8 will be conducted in a traditional, full-time classroom setting.

Highland Academy is 47.9% Caucasian and 43.7% Hispanic. Approximately 20.3% our student population is socioeconomically disadvantaged. Special Education services are provided through Beaumont Unified School District. Highland Academy currently employs 25 full-time and part-time certificated and classified staff.

What we do:

Highland Academy's motto is "Find Your Genius". We understand that everybody learns differently and comes to us with different talents, skills, interests and abilities. We believe that it is not our job to teach your student what to learn, but instead how to learn using the gifts that they have.

Our mission is to prepare students for high school with the tools and motivation necessary to succeed. Following high school, we want our students to be successful in their chosen career and higher education, ultimately contributing to the higher good. We truly believe that all our students have something unique and wonderful to offer the world and our goal is to help students find that genius inside of them.

LCAP HIGHLIGHTS

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

The charter for Highland Academy was renewed by Beaumont Unified School District's governing board for 5 years through the year 2022. We are thrilled to be able to continue to serve the members of our community. What we are doing at Highland Academy is working and this year's LCAP builds upon the success of prior years. Highland Academy has always been invested in a comprehensive stakeholder engagement process to better understand the organization's current strengths, areas of growth, and desired change for the future. Teachers, staff, parents, students, and board leadership contributed to the creation of the following goals to work towards:

(1) Highland Academy students will demonstrate personal growth and mastery in Language Arts and Math as measured by local assessments and the end-of-the-year Smarter Balanced Assessments.
(2) Highland Academy teachers and staff will nurture the strengths and meet the needs of each learner. Our goal is to help every student "find their genius".
(3) Highland Academy parents and families will feel valued and will be provided with opportunities to contribute to a culture of engagement.
(4) Highland Academy will continue to be a trusted partner with our authorizing district and in the community in which we serve.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

(1) Highland Academy is tremendously proud of the progress we have made in English Language Arts. Per the California School Dashboard, test scores improved overall school wide 14.7 points. Of particular note, we saw an increases with our socioeconomically disadvantaged students (19 points) and students with disabilities (21.5 points). In total, 54.3% of students scored at or above proficient in ELA

(2) Stakeholder input indicates that students and parents are pleased with their experience here at Highland Academy. Project-Based Learning, teacher quality and responsiveness, extra-curricular activities and sports, small class sizes, and school safety are all areas of success for our school.

(3) Highland Academy's student retention rate is 96.19%. When students come to Highland Academy, they typically stay at Highland Academy.

(4) Highland Academy's ADA is currently at 97%.

(5) School events are widely attended by parents/guardians. The parent community demonstrates passion and support for Highland Academy's mission.

State Indicators	All Students Performance
Chronic Absenteeism	N/A
Suspension Rate (K-12)	
English Language Arts (3-8)	
Mathematics (3-8)	

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

GREATEST NEEDS

Overall performance in state indicators for Suspension Rate (red) and Mathematics (orange) show room for improvement. Additionally, results of a survey given to our learning community show that facility repairs/upgrades and class curriculum are also areas of need.

State Indicators	All Students Performance
Chronic Absenteeism	N/A
Suspension Rate (K-12)	
English Language Arts (3-8)	
Mathematics (3-8)	

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

PERFORMANCE GAPS

PERFORMANCE GAPS:
Generally speaking, state indicators for our different student groups are on par with our "all student" performance. We do witness a slight downtick in English Language Arts with our Socioeconomically Disadvantaged and Hispanic students, as well as a slight decrease in Math for our Hispanic students. We also note that the suspension rate for our Hispanic population is dramatically less than the rest of the school.

PLAN TO ADDRESS PERFORMANCE GAPS:
(1) Creating multiple opportunities for teachers to receive ongoing professional development related to the implementation of PBL and classroom differentiation.
(2) Providing supports that include: Tutoring, implementation of an Academic Improvement Program (AIP), students devices and access to online resources, additional opportunities for teacher collaboration and training, purchase and implementation of effective, engaging curriculum.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	●	●	N/A	N/A	●	●	●	●	●	●	●	●	●	●
English Language Arts (3-8)	●	●	N/A	N/A	●	●	●	●	●	●	●	●	●	●
Mathematics (3-8)	●	●	N/A	N/A	●	●	●	●	●	●	●	●	●	●

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

(1) Highland Academy will continue to focus on low income students and English Learners by implementing school wide professional development in teaching and support for EL and RFEP students as well and implementing monitoring programs that will provide early indications of struggling student performance in order to provide early and proper interventions. This will allow teachers to focus their efforts in a targeted and laser-like approach ensure students' needs are being met inside the classroom.

(2) Our school is committed to maintaining small class sizes and 1:1 Chromebooks inside each classroom for all students. This access to technology provides opportunities for exploration and growth for all our students.

(3) Highland Academy will employ a full-time Dean of Students to act as an advocate for each student and to provide academic and emotional support as needed.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$2,405,978
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,185,365.50

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.
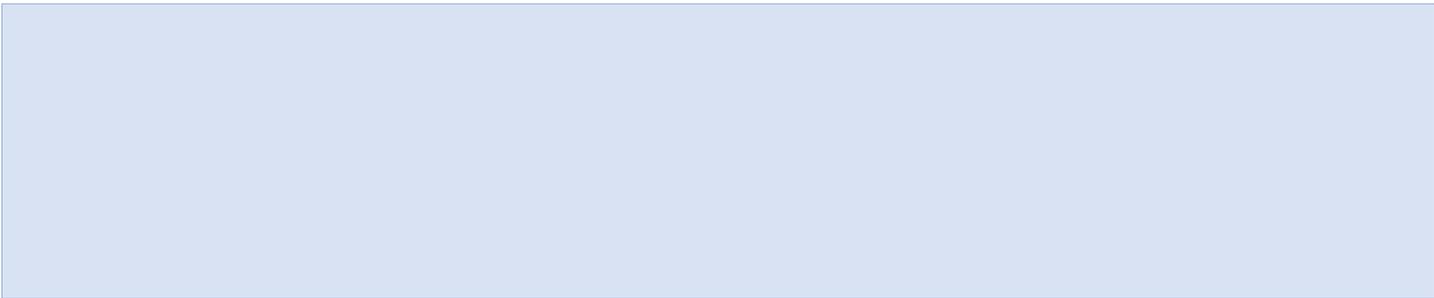
$2,660,303	Total Projected LCFF Revenues for LCAP Year

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

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

Goal 1	The percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase annually.

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
The percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase annually by 5%.	This goal was achieved and even surpassed. The percentage of students who demonstrated grade-level proficiency increased from 48% to 54.3%.

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	ACTUAL
Actions/Services	Access to Common Core aligned curriculum and materials	Common core aligned curriculum and materials are provided for students in their classes.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	4000-4999: Books And Supplies General Fund $28,000.00	4000-4999: Books And Supplies General Fund $18,720.00

Action 2

	PLANNED	ACTUAL
Actions/Services	Provide targeted professional development throughout the school year	Professional development on research based teaching strategies was provided to staff on a monthly basis.

Expenditures	**BUDGETED** Staff development will be provided at least once a month and will include instruction on the new California standards, technology and ELD 5000-5999: Services And Other Operating Expenditures General Fund $12,000.00	**ESTIMATED ACTUAL** 5000-5999: Services And Other Operating Expenditures General Fund $9878.00

Action   3

Actions/Services	**PLANNED** Provide ELA tutoring and additional resources as needed for struggling students	**ACTUAL** Tutoring and additional interventions were provided by teachers and support staff.
Expenditures	**BUDGETED** 2000-2999: Classified Personnel Salaries General Fund $4,600.00	**ESTIMATED ACTUAL** 2000-2999: Classified Personnel Salaries General Fund $4600.00

Action   4

Actions/Services	**PLANNED** Create and administer ELA Benchmark Assessments	**ACTUAL** Language Arts teachers worked together to create interim student assessments to monitor student progress and make adjustments as necessary.
Expenditures	**BUDGETED** Benchmark assessments will measure student growth throughout the year and allow teachers to make adjustments as needed. 1000-1999: Certificated Personnel Salaries General Fund $4,600.00	**ESTIMATED ACTUAL** 1000-1999: Certificated Personnel Salaries General Fund $4600.00

Action   5

Actions/Services	**PLANNED** Provide instructional support classes (Academic Improvement Program or "study hall", electives, etc.)	**ACTUAL** AIP was provided every Friday during extra curricular activities.
Expenditures	**BUDGETED** 1000-1999: Certificated Personnel Salaries General Fund $9,500.00	**ESTIMATED ACTUAL** 1000-1999: Certificated Personnel Salaries General Fund $9500.00

Action   6

Actions/Services	**PLANNED** Collaborative planning days for ELA teachers	**ACTUAL** ELA teachers were offered two collaborative "buy back" days.
Expenditures	**BUDGETED** Offer ELA teachers 2 "buy back" days to collaborate with each other 1000-1999: Certificated Personnel Salaries General Fund $1,000.00	**ESTIMATED ACTUAL** 1000-1999: Certificated Personnel Salaries General Fund $1000.00

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.	All actions/services were implemented
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The articulated goal was achieved
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Much of the currculum we purchased, particularly for elementary school, was significantly cheaper than aniticipated. Professional development was provided as planned, but many resources that we found and implemented were free. Many trainings and professional development were also given "in-house" by our own staff members cutting down on costs.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The planned budgeted expenditures closely mirror the actual budgeted expenditures for this goal. With no foreseeable changes in actions/services, the future budgets for this goal should be accurately aligned with the actions and services that HACS provides to serve its students.

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

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

Goal 2	The percentage of students who demonstrate grade-level proficiency in Math will increase annually

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

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED	**ACTUAL**
The percentage of students who demonstrate grade-level proficiency in Math will increase annually by a minimum of 5%	The percentage of students who demonstrated grade-level proficiency in Math increased from 28% to 30%, which is below our goal of 5% but an improvement nonetheless.

[ACTIONS / SERVICES](#)

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

Action 1

Actions/Services	PLANNED Access to Common Core aligned curriculum and material.	ACTUAL Common core aligned curriculum and materials are provided for students in their classes.
Expenditures	BUDGETED 4000-4999: Books And Supplies General Fund $28,000.00	ESTIMATED ACTUAL 4000-4999: Books And Supplies General Fund $18,720.00

Action 2

Actions/Services	PLANNED Provide targeted professional development throughout the year.	ACTUAL Professional development on research based teaching strategies was provided to staff on a monthly basis.

Expenditures	**BUDGETED** Staff development will be provided at least once a month and will include instruction on the new California standards, technology and ELD 5000-5999: Services And Other Operating Expenditures General Fund $12,000.00	**ESTIMATED ACTUAL** 5000-5999: Services And Other Operating Expenditures General Fund $9,878.00

Action 3

Actions/Services	**PLANNED** Provide math tutoring and additional resources as needed for struggling students.	**ACTUAL** Tutoring and additional interventions were provided by teacher and support staff during lunch and after school.
Expenditures	**BUDGETED** 2000-2999: Classified Personnel Salaries General Fund $4,600.00	**ESTIMATED ACTUAL** 2000-2999: Classified Personnel Salaries General Fund $4,600.00

Action 4

Actions/Services	**PLANNED** Create and administer math Benchmark Assessments.	**ACTUAL** Math teachers worked together to create interim student assessments to monitor student progress and make adjustments as necessary.
Expenditures	**BUDGETED** Benchmark assessments will measure student growth throughout the year and allow teachers to make adjustments as needed. 1000-1999: Certificated Personnel Salaries General Fund $4,600.00	**ESTIMATED ACTUAL** 1000-1999: Certificated Personnel Salaries General Fund $4,600.00

Action 5

Actions/Services	**PLANNED** Provide instructional support classes (Academic Improvement Program or "study hall", electives, etc.).	**ACTUAL** AIP was provided every Friday during extra curricular activities.
Expenditures	**BUDGETED** 1000-1999: Certificated Personnel Salaries General Fund $9,500.00	**ESTIMATED ACTUAL** 1000-1999: Certificated Personnel Salaries General Fund $9,500.00

Action 6

Actions/Services	**PLANNED** Collaborative planning days for math teachers.	**ACTUAL** Math teachers were offered two collaborative "buy back" days.
Expenditures	**BUDGETED** Offer math teachers 2 "buy back" days to collaborate with each other 1000-1999: Certificated Personnel Salaries General Fund $1,000.00	**ESTIMATED ACTUAL** 1000-1999: Certificated Personnel Salaries General Fund $1,000.00

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.	All actions/services were implemented
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We saw improvement towards the articulated goal, but only 2% instead of the desired 5%.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Much of the currculum we purchased, particularly for elementary school, was significantly cheaper than aniticipated. Professional development was provided as planned, but many resources that were found and implemented were free. Many trainings and professional development were also given by our own staff members cutting down on costs.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The planned budgeted expenditures closely mirror the actual budgeted expenditures for this goal. With no foreseeable changes in actions/services, the future budgets for this goal should be accurately aligned with the actions and services that HACS provides to serve its students.

Annual Update LCAP Year Reviewed: 2016-17

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

Goal 3	Hire, appropriately assign and compensate highly qualified certificated staff

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
All students will receive instruction from a fully credentialed and appropriately assigned teaching staff.	All teachers are credentialed and there were no misassignments.

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	Hire, appropriately assign and compensate highly qualified certificated staff. Track credentials through the California Commission on Teacher Credentialing website.	Goal of was 100% achieved. All courses on campus were staffed by a highly qualified teacher.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	1000-1999: Certificated Personnel Salaries General Fund $836,413	1000-1999: Certificated Personnel Salaries General Fund $938,527

[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.	All actions/services were implemented.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The articulated goal was achieved.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Addtional staff members were hired to teach elective classes and provide support services to students.
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.	With no foreseeable changes in actions/services, the future budgets for this goal should be accurately aligned with the actions and services that HACS provides to serve its students.

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 4	Access to technology

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
All students will have access to technology in each of their classes	All classes on campus have a class set of Chromebooks

ACTIONS / SERVICES

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

Action **1**

	PLANNED	ACTUAL
Actions/Services	1:1 Chromebook use for all students	100% of students on campus had access to technology in all of their classes.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Purchase of new Chromebooks; Repairing or replacing old ones 4000-4999: Books And Supplies General Fund $10,825.00	4000-4999: Books And Supplies General Fund $10,825.00

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.	All of the actions/services were implemented
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The articulated goal was achieved
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	With the increase in student population for 2017-2018 additional Chromebooks will need to be purchased in grades TK-8.

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 5	Provide and maintain safe facilities for learning

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Site will maintain satisfactory condition or better.	Our site at 715 Wellwood Ave. is safe and in satisfactory condition. We are working jointly with Beaumont Unified School District to make repairs and changes as necessary.

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	Provide needed repairs and services to support facility maintenance.	This process is still ongoing. Repairs are made as needed and as money becomes available.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Ongoing maintenance, equipment, repairs, and supplies 5000-5999: Services And Other Operating Expenditures General Fund $8,300.00	5000-5999: Services And Other Operating Expenditures General Fund $8,300.00

Action 2

	PLANNED	ACTUAL
Actions/Services	Provide support staff (grounds keeping, custodial)	

		Highland Academy employeed both a full time custodian and part-time groundskeeper
Expenditures	BUDGETED 5000-5999: Services And Other Operating Expenditures General Fund $50,000.00	ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures General Fund $50,000.00

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.	All of the actions/services were implemented.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The articulated goal was achieved but is still ongoing.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The actions have been effective, therefore there were no changes in actions. We will continue to repair and update our campus as needed.

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 6	Facilitate parent involvement

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Increase participation in on site activities, traffic on our website and social media platforms, and other online communications	The school maintains an updated website as well as social media accounts on Facebook and Twitter. Additionally, Highland Academy has a OneCallNow.com account that allows us to send out bulk email and voicemail messages as needed.

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	Open invitations to meetings and other campus events by email, posting on Facebook and Twitter, posting on the website, and through news media. Redesign our website and keep information updated.	Our school's website, Facebook, and Twitter accounts were routinely updated throughout the year. Campus events and meetings were regularly posted. These electronic tools became a principal means of communication with our families.
Expenditures	BUDGETED 5000-5999: Services And Other Operating Expenditures General Fund 400.00	ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures General Fund 400.00

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.	All of the actions/services were implemented
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The articulated goal was achieved
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes made or necessary. Consider expanding our online presence this coming year to other social media plaforms (i.e. Instagram).

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

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

Goal 7	Maintain minimal rate of student suspensions and expulsions

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Reduction in suspension and expulsion rates	Suspensions were not reduced. This was identified as an area of need by the state.

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	Provide classroom management and intervention plan training to staff	Classroom management was provided to all staff, particularly new teachers.
Expenditures	BUDGETED 5000-5999: Services And Other Operating Expenditures General Fund 2,000.00	ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures General Fund $2,000.00

Action 2

	PLANNED	ACTUAL
Actions/Services	Create a Behavior Improvement Program (BIP) - an elective class and/or extracurricular activity consisting of consultation	The Behavior Intervention Program (BIP) was implemented for half a semester with at-risk students.

and problem solving to help students who are struggling behaviorally.	

	BUDGETED	ESTIMATED ACTUAL
Expenditures	2000-2999: Classified Personnel Salaries General Fund 9,000.00	2000-2999: Classified Personnel Salaries General Fund 9,000.00

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.	Both actions were implemented.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Actions implemented did not have the desired results.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Although all actions were implemented this year, we did not see a reduction in student suspensions. We are planning on increasing student supervision during breaks and lunches (were most suspenable offenses occur) and implenting another layer in our school's discipline matrix (In-School Suspension or ISS), and implementing a student-parent workshop for students who are suspended multiple times.

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 8	Ensure a high rate of student attendance

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Maintain an ADA of 94% or higher for the 2016/2017 school year.	The 2016/2017 school year ended with an ADA of 97%.

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	Provide students with various attendance incentives and awards.	Students were provided awards for exemplary attendance and "caught being great" slips earned throughout the semester.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	4000-4999: Books And Supplies General Fund 500.00	4000-4999: Books And Supplies General Fund 500.00

Action 2

	PLANNED	ACTUAL
Actions/Services	Conduct parent workshops and keep parents informed throughout the school year about the importance of school attendance.	Parents, particularly those of chronically absent students, were spoken to and given information on the importance of student attendance.

Expenditures	BUDGETED 1000-1999: Certificated Personnel Salaries General Fund $500.00	ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries 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.	All of the actions/services were implemented with the exception of the parent workshop. Administration felt that working with these families individually would be more effective.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The articulated goal was surpassed.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes were made.

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 9	Implement a traditional on-site classroom based elementary program

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
The percentage of 4th and 5th grade students who demonstrate grade-level proficiency in ELA and math on the SBAC and/or school assessments will increase by 5%.	60% of 4th and 5th grade students demonstrated grade-level proficiency in ELA and Math on site-based assessments. SBAC results are not yet available.

ACTIONS / SERVICES

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

Action   1

	PLANNED	ACTUAL
Actions/Services	Create a full-time 4/5 combo class on campus. Discontinue these grade levels in our Independent Study program.	The 4/5 combo class was successfully implemented on campus.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No budget expenditure- Transfer existing staff from independent study program to classroom-based program $0.00	No budget expenditure- Transfer existing staff from independent study program to classroom-based program $0.00

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.	All of the actions/services were implemented
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The articulated goal was achieved
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes were made this year. Independent Study will continue to be phased out the next two school years.

Stakeholder Engagement

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

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Due to its small size and scale with only 290 students, the school uses frequent discussions and parent meetings with an already highly involved group of stakeholders. Highland Academy has traditionally involved parents and the stakeholders of the school in its decision making process as is also the case with this year's LCAP. Persons involved in the process include: certificated and classified staff, parents and families, students, school board members, and interested community members. Hispanic, socio-economically disadvantaged and students with disabilities and other subgroups were represented.

Input was collected from these stakeholders and shared in a variety of ways:

- Open House and other community and parent visits
- Community Forums
- School Board Meetings
- School website, Facebook, and Twitter
- Emailed updates and announcements to parents
- Letters and fliers sent home to families

The primary instrument used by the school to gather stakeholder input for the upcoming 2017/2018 school year was a comprehensive survey that addressed each of the State's Eight Priority Areas: Basic services, school climate, student achievement, student engagement, other student outcomes, parent involvement, course access, and implementation of Common Core State Standards. A link to the survey was emailed to all the parents/guardians of all our students on 4/20/17.

We also conducted a community forum in the MPR on 4/27/17 where stakeholders were given an opportunity to provide their input regarding these same priority areas.

Additionally, a staff meeting was held on 5/5/17 where returning staff members reviewed the 2016/2017 school year and brainstormed ideas for the upcoming 2017/2018 school year.

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 provides the driving force behind the development of the school-wide goals. Community members have been asked to provide feedback on goals and/or strategies they felt were important in a variety of settings. After gathering and reviewing the feedback from the meetings and survey, our priority areas for the upcoming school year are:

(a) Highly qualified staff providing rigorous and effective instruction

(b) Increased and more effective use of technology

(c) Increased student achievement on the standardized tests in the area of Math.

(d) Continuing changes to our Independent Study (K-3), phasing it out completely over the next two school years.

(e) Facilities be safe and well maintained

(f) High quality curriculum in each classroom.

The data collected from the survey and community forum confirms that the goals in the Highland Academy LCAP are in alignment with stakeholder priorities listed above (a-f).

- Goals 1 and 2 address priorities (a), (b), (c), and (f) and detail our plan to increase student achievement on the standardized tests. Increased Math test scores has also be identified as an area of need by the state.

- Goal 3 addresses priority (a)

- Goal 4 addresses priorities (b) and (f)

- Goal 5 addresses priority (e)

- Goal 6 addresses priority (b)

- Goal 7 was not specifically identified by our stakeholders, but the state has identified this as an area of need for our school.

- Goal 8 addresses priorities (c) and (f). There is a direct correlation between student attendance and student achievement.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 1	The percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase annually.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

Need: Improved proficiency in ELA (literacy and writing)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC assessments, school assessments, student work, percent of work completed	54.3% of our students were proficient in Language Arts on the 2015/2016 SBAC.	The percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase by 5%.	The percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will continue increasing annually by 5%.	The percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will continue increasing annually 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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Access to Common Core aligned curriculum and material	Access to Common Core aligned curriculum and material	Access to Common Core aligned curriculum and material

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$30,971.00	Amount	$31,589.00	Amount	$32,222.00
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	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	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

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

OR

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

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide targeted professional development throughout the school year	Provide targeted professional development throughout the school year	Provide targeted professional development throughout the school year

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$11,678.00	Amount	$11,912.00	Amount	$12,149.00
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff development will be provided at least once a month and will include instruction on the California standards, technology and ELD	Budget Reference	5000-5999: Services And Other Operating Expenditures Staff development will be provided at least once a month and will include instruction on the California standards, technology and ELD	Budget Reference	5000-5999: Services And Other Operating Expenditures Staff development will be provided at least once a month and will include instruction on the California standards, technology and ELD

Action **3**

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide tutoring and additional resources as needed for struggling students	Provide tutoring and additional resources as needed for struggling students	Provide tutoring and additional resources as needed for struggling students

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	4,600.00	Amount	$5,060.00	Amount	$5,566.00
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries

Action **4**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Administer ELA Benchmark Assessments and other local assessments that will direct teacher instruction during the school year.	Administer ELA Benchmark Assessments and other local assessments that will direct teacher instruction during the school year.	Administer ELA Benchmark Assessments and other local assessments that will direct teacher instruction during the school year.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	4,600.00	Amount	$5,060.00	Amount	$5,566.00
Source	General Fund	Source	General Fund	Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Create and administer Benchmark Exams.	Budget Reference	1000-1999: Certificated Personnel Salaries Review last year's Benchmark Assessments, refine if necessary.	Budget Reference	1000-1999: Certificated Personnel Salaries Review the last two years' Benchmark Assessments, refine if necessary.

Action **5**

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

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

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

OR

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide instructional support classes (Academic Improvement Program or "study hall", electives, etc.)	Continue providing instructional support classes (Academic Improvement Program or "study hall", electives, etc.)	Continue providing instructional support classes (Academic Improvement Program or "study hall", electives, etc.)

BUDGETED EXPENDITURES

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

☐ New	☐ Modified	☒ Unchanged

Goal 2	The percentage of students who demonstrate grade-level proficiency in Math will increase annually

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

Identified Need	Need: Improved proficiency in math

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC assessments, school assessments, student work, percent of work completed, student grades	30% of our students demonstrated grade-level proficiency on the 2015/2016 SBAC	The percentage of students who demonstrate grade-level proficiency in Math will increase annually by a minimum of 5%	The percentage of students who demonstrate grade-level proficiency in Math will increase annually by a minimum of 5%	The percentage of students who demonstrate grade-level proficiency in Math will increase annually by a minimum of 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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]	
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:	

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Access to Common Core aligned curriculum and material	Access to Common Core aligned curriculum and material	Access to Common Core aligned curriculum and material

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$30,971.00	Amount	$31,589.00	Amount	$32,222.00
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	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	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

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

OR

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide professional development throughout the year	Provide professional development throughout the year	Provide professional development throughout the year

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$11,678.00	Amount	$11,912.00	Amount	$12,149.00
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff development will be provided at least once a month and will include instruction on the California standards, technology and ELD	Budget Reference	5000-5999: Services And Other Operating Expenditures Staff development will be provided at least once a month and will include instruction on the California standards, technology and ELD	Budget Reference	5000-5999: Services And Other Operating Expenditures Staff development will be provided at least once a month and will include instruction on the California standards, technology and ELD

Action   **3**

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide math tutoring and additional resources as needed for struggling students	Provide math tutoring and additional resources as needed for struggling students	Provide math tutoring and additional resources as needed for struggling students

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	4,600.00	Amount	$5,060.00	Amount	$5,566.00
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries

Action **4**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Create and administer math Benchmark Assessments and other local assessments that will help teachers address student needs.	Administer math Benchmark Assessments	

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$4,600.00	Amount	$5,060.00	Amount	$5,566.00
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Create and administer Benchmark Assessments	Budget Reference	1000-1999: Certificated Personnel Salaries Review last year's Benchmark Assessment; refine as needed	Budget Reference	1000-1999: Certificated Personnel Salaries Review last year's Benchmark Assessment; refine as needed

Action **5**

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

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

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

OR

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

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide instructional support classes (Academic Improvement Program or "study hall", electives, etc.)	Provide instructional support classes (Academic Improvement Program or "study hall", electives, etc.)	

BUDGETED EXPENDITURES

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

☐ New	☐ Modified	☒ Unchanged

Goal 3	Hire, appropriately assign and compensate highly qualified certificated staff

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Highland Academy is currently 100% fully credentialed and appropriately assigned. However, with staffing changes from year to year this goal remains a priority as new staff members are hired. With student achievement at the forefront, we will continue to recruit fully credentialed teachers for every subject and grade level when needed.

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 are highly qualified.	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	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Hire, appropriately assign and compensate highly qualified certificated staff. Track credentials through the California Commission on Teacher Credentialing website.	Hire, appropriately assign and compensate highly qualified certificated staff. Track credentials through the California Commission on Teacher Credentialing website.	Hire, appropriately assign and compensate highly qualified certificated staff. Track credentials through the California Commission on Teacher Credentialing website.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$970,524	$989,935	$1,009,732
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.

☐ New	☒ Modified	☐ Unchanged

Goal 4	Students will have access to Chromebooks in all of their classes.

State and/or Local Priorities Addressed by this goal:

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

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 technology in each of their classes	All students will have access to technology in each of their classes	All students will have access to 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	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1:1 Chromebook use for all students	1:1 Chromebook use for all students	1:1 Chromebook use for all students

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$11,907.50	Amount	$13,098.25	Amount	$17,265.00
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	4000-4999: Books And Supplies Maintain 1:1 Chromebooks in each class; Replace or repair when needed	Budget Reference	4000-4999: Books And Supplies Maintain 1:1 Chromebooks in each class; Replace or repair when needed	Budget Reference	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.

☐ New	☐ Modified	☒ Unchanged

Goal 5	Provide and maintain safe facilities for learning

State and/or Local Priorities Addressed by this goal:

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

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, 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	Site is currently in satisfactory condition.	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

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

Location(s)

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide needed repairs and services to support facility maintenance.	Provide needed repairs and services to support facility maintenance.	

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$15,836.00	Amount	$25,952.00	Amount	$26,471.00
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures Ongoing maintenance, equipment, repairs, and supplies	Budget Reference	5000-5999: Services And Other Operating Expenditures Ongoing maintenance, equipment, repairs, and supplies	Budget Reference	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	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide support staff (grounds keeping, custodial)	Provide support staff (grounds keeping, custodial)	Provide support staff (grounds keeping, custodial)

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$50,000.00	Amount	$51,500.00	Amount	$52,530.00
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	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.

☐ New	☐ Modified	☒ Unchanged

Goal 6	Facilitate parent involvement

State and/or Local Priorities Addressed by this goal:

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

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.	Increase participation in on site activities, traffic on our website and social media platforms, and other online communications	Increase participation in on site activities, traffic on our website and social media platforms, and other online communications	Increase participation in on site activities, traffic on our website and social media 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	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Open invitations to meetings and other campus events by email, posting on Facebook and Twitter, posting on the website, and through news media.	Open invitations to meetings and other campus events by email, posting on Facebook and Twitter, posting on the website, and through news media.	Open invitations to meetings and other campus events by email, posting on Facebook and Twitter, posting on the website, and through news media.

BUDGETED EXPENDITURES

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

☐ New	☒ Modified	☐ Unchanged

Goal 7	Reduce the number of student suspensions and expulsions

State and/or Local Priorities Addressed by this goal:

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

Identified Need

The transition from a traditional public school to a charter school can be difficult for middle school students, especially in regards to behavior expectations. Often student suspension is high for students new to our school.

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

OR

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Add In-School Suspension (ISS) as another layer of the school's discipline matrix.	Add In-School Suspension (ISS) as another layer of the school's discipline matrix.	Add In-School Suspension (ISS) as another layer of the school's discipline matrix.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$2,000.00	Amount	$2,200.00	Amount	$2,420.00
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Implement a student/parent workshop for students with multiple days of suspension	Implement a student/parent workshop for students with multiple days of suspension	Implement a student/parent workshop for students with multiple days of suspension

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000.00	Amount	$2,200.00	Amount	$2,420.00
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	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	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

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

OR

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

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

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Increase student supervision during breaks and lunches	Increase student supervision during breaks and lunches	Increase student supervision during breaks and lunches

BUDGETED EXPENDITURES

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

☐ New	☒ Modified	☐ Unchanged

Goal 8	Ensure a high rate of student attendance

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

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 for the 2017/2018 school year.	Maintain an ADA of 95% or higher for the 2018/2019 school year.	Maintain an ADA of 95% or higher for the 2019/2020 school year.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide students with various attendance incentives and awards.	Provide students with various attendance incentives and awards.	Provide students with various attendance incentives and awards.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$500.00	Amount	$500.00	Amount	$500.00
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Have attendance assemblies to recognize exceptional attendance of individual students.	Have attendance assemblies to recognize exceptional attendance of individual students.	Have attendance assemblies to recognize exceptional attendance of individual students.

BUDGETED EXPENDITURES

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds: $55036.00   Percentage to Increase or Improve Services: 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

Revised Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

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

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

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

Goals, Actions, and Services

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

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

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

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

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

> ### Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

        (2) The total number of cohort members.

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

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

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

        (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,037,338.00	1,116,648.00	1,185,365.50	1,224,367.25	1,257,208.00	3,666,940.75
	0.00	0.00	0.00	0.00	5,566.00	5,566.00
General Fund	1,037,338.00	1,116,648.00	1,185,365.50	1,224,367.25	1,251,642.00	3,661,374.75

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,037,338.00	1,116,648.00	1,185,365.50	1,224,367.25	1,257,208.00	3,666,940.75
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	867,113.00	969,227.00	998,724.00	1,020,955.00	1,043,854.00	3,063,533.00
2000-2999: Classified Personnel Salaries	18,200.00	18,200.00	20,200.00	22,220.00	24,442.00	66,862.00
4000-4999: Books And Supplies	67,325.00	48,765.00	74,849.50	77,276.25	82,709.00	234,834.75
5000-5999: Services And Other Operating Expenditures	84,700.00	80,456.00	91,592.00	103,916.00	106,203.00	301,711.00

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

	Total Expenditures by Object Type and Funding Source						
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,037,338.00	1,116,648.00	1,185,365.50	1,224,367.25	1,257,208.00	3,666,940.75
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	0.00	0.00	5,566.00	5,566.00
1000-1999: Certificated Personnel Salaries	General Fund	867,113.00	969,227.00	998,724.00	1,020,955.00	1,038,288.00	3,057,967.00
2000-2999: Classified Personnel Salaries	General Fund	18,200.00	18,200.00	20,200.00	22,220.00	24,442.00	66,862.00
4000-4999: Books And Supplies	General Fund	67,325.00	48,765.00	74,849.50	77,276.25	82,709.00	234,834.75
5000-5999: Services And Other Operating Expenditures	General Fund	84,700.00	80,456.00	91,592.00	103,916.00	106,203.00	301,711.00

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

Total Expenditures by Goal				
Goal	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	61,349.00	64,071.00	66,998.00	192,418.00
Goal 2	61,349.00	64,071.00	66,998.00	192,418.00
Goal 3	970,524.00	989,935.00	1,009,732.00	2,970,191.00
Goal 4	11,907.50	13,098.25	17,265.00	42,270.75
Goal 5	65,836.00	77,452.00	79,001.00	222,289.00
Goal 6	400.00	440.00	484.00	1,324.00
Goal 7	13,000.00	14,300.00	15,730.00	43,030.00
Goal 8	1,000.00	1,000.00	1,000.00	3,000.00
Goal 9	0.00	0.00	0.00	0.00

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