



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

El Dorado Virtual Academy

Contact Name and Title

Chuck Palmer
Director of Educational Options
and Innovations

Email and Phone

cpalmer@eduhsd.net
530-622-6212

2017-20 Plan Summary

The Story

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

The EDUHSD Virtual Academy at Shenandoah is the only dependent charter school within the El Dorado Union High School District. The Virtual Academy is set in a rural landscape in the Sierra Foothills adjacent to the Union Mine High School campus.

In May of 2016, the El Dorado Union High School District Board unanimously approved the EDUHSD Virtual Academy at Shenandoah's petition for renewal of the school's charter for a term of five years. This followed an extensive review of the school's academic progress and fiscal standing.

EDUHSD Virtual Academy at Shenandoah provides an online blended learning model that utilizes Canvas: The same learning management system used by our local community college. Additionally, students use district approved Apex courses to fulfill elective requirements. Starting in the spring of 2016, the Virtual Academy began utilizing Middlebury University's curriculum in order to provide students with an A-G approved foreign language program. At the start of the 2016-17 school year, students were also afforded the option of taking classes through BYU online.

The Virtual Academy provides students with a comprehensive, individualized, and rigorous approach to their high school education. Students have the opportunity to complete district graduation requirements, with the enhancement of concurrent enrollment at the other district high schools or by

completing college credit through the Advanced Education Option and Advanced Placement courses.

A blended 4x4 schedule offers a mix of yearlong courses and courses that are completed in the traditional semester time frame. Students are provided with the support needed for all major subject areas, including science labs, foreign language, and core subjects. Weekly tutorials are available for students needing additional support. Every student, at each grade level, is encouraged to participate in an internship with at least one local business or organization each year.

Currently, there are four core content teachers, an RSP teacher, an instructional tech, part-time Internship Coordinator, an administrator, and a part time counselor. The school has a part-time groundskeeper, maintenance person, custodian, nurse, and psychologist. The school also has a full-time Secretary III who functions as the secretary, administrator assistant, and registrar.

EDUHSD Virtual Academy at Shenandoah is committed to providing the technological resources necessary to prepare students for the future. Over the past three years, the district has provided Chromebook carts to sites throughout the district. With the two Chromebook carts, containing 35 computers each, combined with desktop computers in classrooms, the Virtual Academy has reached a one to one device to student ratio. Students use computers on a daily basis to access online instructional programs through the learning portal, Canvas, including resources such as APEX Learning for elective courses. SMART Boards are available to provide interactive instruction to students in both face-to-face and virtual formats. Students and teachers frequently share their computer desktops to enhance instruction and support student understanding of the curriculum.

Juniors and seniors are highly encouraged to take advanced education courses at Folsom Lake College: El Dorado Center or Folsom campus. In 2014-2015 there were four students participating in college classes; 2015-16 there were 3 students; and in 2016-17 this number has increased to over a dozen students. This was due in large part to the introduction of the Virtual Academy Early College Program in the winter of the 2016-17 school year. Since the inception of this program, the Virtual Academy now has over 25 students taking Advanced Education classes through Folsom Lake College, the third largest feeder of the program in the region. Additionally, two college courses were taught on site, during the school day by FLC professors. This program affords students the resources needed to advance in their education and graduate truly prepared to matriculate to college. When considering the block schedule and the availability of college level course available through FLC, students have the opportunity to earn in excess of one year of college credit upon graduation from high school.



LCAP Highlights

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

The El Dorado Virtual Academy's LCAP places a strong emphasis on providing students the support they need to be successful in high school and beyond. As a dependent charter affiliated with the El Dorado Union High School District, the Virtual Academy has embraced the district's implementation of a clearly defined multi-tiered systems of support (MTSS) plan. In collaboration with the high school district, the Virtual Academy has embarked on the process of identifying our levels of support as well as the drivers that would indicate a student's need for additional interventions. In its totality, the El Dorado Virtual Academy's LCAP highlights our efforts to maintain a high level of academic achievement with an emphasis on supporting students academically, behaviorally, and socially as they pursue their post secondary options.

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

The El Dorado Virtual Academy is proud of the opportunities we afford our students. In an analysis of our program in its totality by our stakeholders through our Charter Advisory Committee as well as an analysis of our data, the Virtual Academy has shown strength in the following areas:

- Development of an Early/Middle College Program designed to provide students the opportunity to get a head start on their college coursework
- In excess of 20 students earning college level transferable credit while still in high school. A 2018 graduate completed over a year and a half of college credit saving in excess of \$60,000 in college expenses.
- Robust internship program providing students access to internship opportunities with over 100 local businesses
- Development of a communication plan that includes multiple forms of outreach to parents including phone, email, text, and social media platforms
- Student access to concurrent courses through the El Dorado Union High School District
- Student participation in co-curricular and extracurricular activities through home school sites in the El Dorado Union High School District
- Development and Implementation of a comprehensive career and college advisory program

Viewed in the light of our recently developed MTSS plan, the Virtual Academy will continue to foster success in these areas through a continual process of data review and stakeholder transparency.

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

Due to our small size of less than 100 students, even one or two students who are identified as not meeting performance indicators of success via the new California Accountability Dashboard can create the illusion that our overall student body is unsuccessful. Such is the case in considering our performance indicators for our graduation rate and suspension rate. Even though there were only two suspensions for the entire 2016-17 school year, due to the small student body size, that indicator was in the orange category. This was also the case for the student graduation rate. Nonetheless, the El Dorado Virtual Academy continuously engages in closely monitoring these data sets to insure that these incidences of non performance are keenly addressed.

Student performance in mathematics as measured by the California Assessment of Student Performance and Progress continue to be an area of growth for the Virtual Academy. In comparison to the rest of the district, students tend to not perform as well as their peers at comprehensive school sites. A-G completion rates are also lower when compared to the same high schools in the district. Furthermore, student mental wellness and connectedness to the school are an area of needed improvement. The Virtual Academy's population of students with IEP's and 504 supports has grown

tremendously, with over 30% of our population receiving these services. Additionally, we have seen a tremendous growth in the number of students presenting with mental health issues, especially anxiety and depression. In turn, we have seen several students placed on home and hospital instruction as a result of psychologically related issues including multiple students hospitalized for suicidal ideation/attempts. Each of these areas of need are drivers for the goals set forth in this year's LCAP.

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

Due to the overall population of unduplicated students being less than 5% total among all subgroups (4 total students), as well as the total population of the Virtual Academy being only 84 students, comparing the data between subgroups and all students does not lend to meaningful results. In turn, when analyzing student performance, the Virtual Academy takes into account the performance of all students as well as disaggregated data points for unduplicated students.

In general, Improvement in student performance/outcomes is needed in the following areas:

- Mathematics scores as measured by the CAASPP continue to show only moderate numbers of students who score in the standard exceeded or met range
- A-G completion rates have been far below the district average - only 16% for 2017. With the efforts noted in this LCAP, that has increased to 40% for 2018. There is still work to be done in this area.
- Student wellness and its impact on academic outcomes is of concern as many students have identified as dealing with high levels of stress, suicidal ideation, and lack of school connectedness as measured by the California Healthy Kids Survey.

Beginning with the 2017-18 school year, the Virtual Academy implemented a MTSS model of intervention as a means by which to insure students are receiving the evidence based interventions they need to be successful. During the 2018-19 school year, the MTSS team at the Virtual Academy will implement and evaluate interventions with fidelity. By the 2019-20 school year, the MTSS program at the Virtual Academy will be fully developed with an ongoing cycle of data evaluation, modification of interventions, and implementation of supports.

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.

Increased or Improved services

The El Dorado Virtual Academy is committed to improving outcomes for all students, especially students who are low-income, English Learners or Foster Youth. Through the implementation of our MTSS plan, level 2 and 3 academic and behavioral interventions are an increase in services to these populations. These interventions and supports include:

- Remedial software programs for students struggling in Mathematics
- Learning Center support and accommodations/modifications for students with IEP's and 504's
- Classroom accommodations and modifications for English learners
- Accommodations and modifications for students with 504's
- Mental health supports and proactive classroom activities designed to help students reduce stress

- Comprehensive career and college guidance program including services to families on nights and weekends
- Spanish speaking counselor to assist families who's primary language is Spanish

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

\$1,037,000

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$34,288.00

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

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$665,900

Annual Update

LCAP Year Reviewed: **2017-18**

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

Improve student outcomes in Mathematics as measured by the CAASPP and the pass rate for students in mathematics courses.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>Increase the percentage of students who achieve standard met or standard exceeded on the California Assessment of Student Performance for Mathematics assessments with an emphasis on improving the aggregate pass rate for low socioeconomic students, foster youth, and English learners.</p> <p>17-18</p> <p>The percentage of students scoring standard met or standard exceeded on the 2017 California Assessment of Student Performance for Mathematics: 2017 results > 36%</p>	<p>For the 2017 CAASPP in Mathematics: Met - 58% of students met or exceeded standard.</p> <p>* Due to less than 5% of students falling into the subgroups of low socioeconomic status, foster youth, and English learners, disaggregated data was not reported.</p>

Expected

Baseline

The percentage of students scoring standard met or standard exceeded on the 2016 California Assessment of Student Performance for Mathematics:

36% for all students

* Due to less than 5% of students falling into the subgroups of low socioeconomic status, foster youth, and English learners, disaggregated baseline data was not reported.

Metric/Indicator

The number of students earning grades of C or higher in mathematics courses will increase. An emphasis will be placed on improving these rates for low socioeconomic students, foster youth, and English learners.

17-18

The percentage of students earning grades of C or better in mathematics courses for the 2017-18 school year will be greater than 75%.

Baseline

The percentage of students earning grades of C or better in mathematics courses was:

2016 - 75%

2017 - 75%

*Due to there only being 3 students identified as low socioeconomic status, 0 foster youth, and 1 English learner, disaggregated baseline data was not reported.

Metric/Indicator

Increase the percentage of students who pass both semesters of Algebra 1 with a C or better.

An emphasis will be placed on improving these rates for low socioeconomic students, foster youth, and English learners.

17-18

The percentage of students passing both semesters of Algebra 1 with a C or better will be greater than 80% for the 2017-18 school year.

Actual

All Students: Met

The percentage of students earning grades of C or better in mathematics courses for the 2017-18 school year was 79%

Due to less than 5% of students falling into the subgroups of low socioeconomic status, foster youth, and English learners, disaggregated data was not reported.

All Students: Not Met

The percentage of students passing both semesters of Algebra 1 with a C or better was 70% for the 2017-18 school year.

Due to less than 5% of students falling into the subgroups of low socioeconomic status, foster youth, and English learners, disaggregated data was not reported.

Expected

Baseline

The percentage of students passing both semesters of Algebra 1 with a C or better was:

2016: 59%

2017: 80%

*Due to there only being 3 students identified as low socioeconomic status, 0 foster youth, and 1 English learner, disaggregated baseline data was not reported.

Actual

Actions / Services

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

Action 1

Planned Actions/Services

Assessment/remediation for incoming/new students, especially those that have shown prior weakness in Mathematics courses, to determine need for remediation. (MTSS Level 2)

Actual Actions/Services

Actions and services provided as planned

Budgeted Expenditures

Online assessment to determine need for remediation via Math XL or similar program 4000-4999:
Books And Supplies
Supplemental \$750

Estimated Actual Expenditures

Online assessment to determine need for remediation via Math XL or similar program 4000-4999:
Books And Supplies
Supplemental \$375

Action 2

Planned Actions/Services

Math Support class offering targeted remediation through online program (Math XL or similar) individualized to meet the needs of each student. (MTSS Level 2)

Actual Actions/Services

Actions and services provided as planned

Budgeted Expenditures

Math Support class for students with identified learning gaps in Mathematics 1000-1999:
Certificated Personnel Salaries
Supplemental \$3265

Estimated Actual Expenditures

Math Support class for students with identified learning gaps in Mathematics 1000-1999:
Certificated Personnel Salaries
Supplemental \$3265

Math Support class for students with identified learning gaps in Mathematics 3000-3999: Employee Benefits Supplemental \$1150

Math Support class for students with identified learning gaps in Mathematics 3000-3999: Employee Benefits Supplemental \$1150

Analysis

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

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

The Virtual Academy successfully provided the planned actions and services to improve student outcomes in mathematics.

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

The actions and services helped provide for a 22% increase in student outcomes on the CAASPP in Mathematics. While this is a substantial growth, due to the small size of the school and number of students tested, sustainability over time will be a better indicator of success. The improvement in grades seen overall, was marginal and shadowed by a decrease in the number of students passing both semesters of Algebra 1 with a C or better. Due to the small sample size, further analysis of mark distribution in Algebra 1 is needed to draw any conclusions as to the effectiveness of the actions and services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Virtual Academy needed fewer Math XL licenses than anticipated due to reallocation of licenses not utilized during the prior school year.

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 main changes are in the actions and services for the 2018-19 school year. Due to an increase in the number of students being identified as not yet ready for Algebra 1 via the assessment noted in Action 1, The Virtual Academy will offer a Algebra Foundations course for the 2018-19 school year. Direct instruction for this class will take place twice per week with the other three days per week being an open math tutorial as originally designed in Action 2. This change will not result in an increase to the budgeted expense for Action 2 other than normal increases (step) for teacher salary and benefits for the section of instruction. Further details for theses changes can be found in the Goals/Actions/Expenditures: 2017-20 Goal 1 section of this document.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Prepare college-ready and career-ready students to successfully meet entrance and performance requirements of postsecondary institutions. In doing so, increase A-G course completion to at least 50%.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>Increase all graduates meeting UC/CSU a-g requirements with an emphasis on improving the aggregate percentage rate for low socioeconomic students, foster youth, and English learners</p> <p>17-18</p> <p>The percentage of graduates meeting A-G requirements in 2018 is expected to be:</p> <p>2018 Graduates meeting A-G > 25%</p>	<p>Goal: Met</p> <p>The graduating class of 2018 had 40% of its students meet the A-G requirements.</p>

Expected

Baseline

The percentage of graduates meeting A-G requirements were as follows:

2015: 14%

2016: 7%

2017: 16%

*Due to the low number of students identified as low socioeconomic status, foster youth, and English learners (under 5% combined), disaggregated data is not reported

Metric/Indicator

Increase the number of students matriculating into four year universities with an emphasis on improving the aggregate percentage rate for low socioeconomic students, foster youth, and English learners

17-18

The percentage of the the graduating class of 2018 that matriculate into a four year university after high school will be:

2018 University Matriculation > 26%

Baseline

The percentage of the graduating class that matriculated into a four year university after high school was:

2016: 7%

2017: 26%

*Due to the low number of students identified as low socioeconomic status, foster youth, and English learners (under 5% combined), disaggregated data is not reported

Metric/Indicator

Increase the enrollment in transferable college level courses while in high school with an emphasis on improving the enrollment rate for low socioeconomic students, foster youth, and English learners

Actual

This goal was not met as only two students in the class of 2018 plan to matriculate directly into a 4 year university. This equates to 10% of the class of 2018. Students cited college costs as the main reason as to why they plan to instead attend a community college. Approximately 80% of the class of 2018 plans to attend a community college next year.

Goal: Met and greatly exceeded.

For the 2017-18 school year, more than 50 college level transferable courses were completed by Virtual Academy Students. This was due in great part to the offering of two Folsom Lake College courses on site during the school day. The Virtual Academy is one of the smallest schools feeding into the Advanced Education program at FLC. However, among all high schools in

Expected

17-18

The enrollment in college level transferable courses for 2017-18 will be:

College Course Enrollment for 2017- 2018 > 13 Courses

Baseline

The enrollment in college level transferable coursework was:

2016: Approximately 7 courses completed

2017: Approximately 13 courses completed

*Due to the low number of students identified as low socioeconomic status, foster youth, and English learners (under 5% combined), disaggregated data is not reported

Metric/Indicator

Increase the number of students participating in the internship program with an emphasis on improving the participation rate of low socioeconomic students, foster youth, and English learners

17-18

The enrollment in the internship program for 2017-18 will be:

2017-18 Internship enrollment > 20 students

Baseline

The enrollment in the internship program was:

2016: 26 students

2017: 16 students

*Due to the low number of students identified as low socioeconomic status, foster youth, and English learners (under 5% combined), disaggregated data is not reported

Actual

the region, the Virtual Academy provided the third highest number of students to Advanced Education.

Goal nearly met.

For the 2017-18 school year, 17 students participated in the Internship program. Current pre-enrollments for the 2018-19 school year indicate more than 20 requests for the internship program.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
With the assistance of the Workplace Learning Coordinator, students will engage in comprehensive and developmental career and college exploration activities multiple times per year. (Base career and college planning services - MTSS Level 1)	Actions and services provided as planned	Workplace Learning Coordinator 2000-2999: Classified Personnel Salaries Base 3000	Workplace Learning Coordinator 2000-2999: Classified Personnel Salaries Base 3000
		Workplace Learning Coordinator 3000-3999: Employee Benefits Base 1000	Workplace Learning Coordinator 3000-3999: Employee Benefits Base 1000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will have access to a wide breadth of courses that will allow them to meet A-G course completion requirements. This will include online foreign language courses through Middlebury University	Actions and services provided as planned	Middlebury University site licenses 4000-4999: Books And Supplies Base \$20,500	Middlebury University site licenses 4000-4999: Books And Supplies Base \$7,322

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The director and workplace learning coordinator will meet with students and families individually in need of additional guidance and resources to assist them in their career and college planning. Specific attention and additional guidance services will be directed towards English learners, foster youth and low income students. (MTSS Level 2,3)	Actions and services provided as planned	Workplace Learning Coordinator 2000-2999: Classified Personnel Salaries Supplemental 1000	Workplace Learning Coordinator 2000-2999: Classified Personnel Salaries Supplemental 1000
		Workplace Learning Coordinator 3000-3999: Employee Benefits Supplemental 300	Workplace Learning Coordinator 3000-3999: Employee Benefits Supplemental 300

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Workplace Learning Coordinator and Director will work to increase the number of students participating in the Internship program. Students identified as low socioeconomic status, foster youth, or English learners will be met with individually and encouraged to enroll in the program. (MTSS Level 2)	Actions and services provided as planned	Workplace Learning Coordinator 2000-2999: Classified Personnel Salaries Supplemental 500	Workplace Learning Coordinator 2000-2999: Classified Personnel Salaries Supplemental 500
		Workplace Learning Coordinator 3000-3999: Employee Benefits Supplemental 200	Workplace Learning Coordinator 2000-2999: Classified Personnel Salaries Supplemental 200

Analysis

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

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

The Virtual Academy successfully provided the planned actions and services to improve student A-G completion rates as well as college and career readiness.

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

The implementation of the College and Career guidance program lent to the great increase in the number of students completing A-G requirements. The time spent with students both in groups and individually on their college planning has been of tremendous value in improving these rates. While matriculation to 4 year colleges did not increase, students indicated this was mostly due to cost and a desire to attend a local community college. In many cases, students had already completed several college courses through FLC and indicated that they planned to finish their AA or IGETC requirements before transferring to a university. The large increase in access to and completion of transferable college college courses was due to the strong relationship developed with Folsom Lake College. This program has become a very attractive feature of the Virtual Academy. A large number of students will continue to take college courses next year with the plan being to offer four on site FLC classes during the 2018-19 school year. The internship program, while not increasing it's enrollment during the 2017-18 school year, continued to provide great opportunities for students to explore careers and in some cases, gain employment. The 2018-19 requests for the internship program are in excess of 20.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Virtual Academy spent far less on Middlebury University site licenses than expected. This was due in great part to the offering of a FLC Spanish course on site during the 2017-18 school year.

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.

For 2018-19, less emphasis will be placed on matriculation into 4 year colleges after high school and this metric will be adjusted to include increasing the number of students attending a community college with the plan to complete an AA degree of IGETC requirements. These changes will be noted in Goal 2 for 2018,19 and 2019-20.

Annual Update

LCAP Year Reviewed: **2017-18**

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

All students at the Virtual Academy will learn in a supportive, connected, and safe environment.

State and/or Local Priorities addressed by this goal:

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

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<div>Metric/Indicator Increase student levels of connectedness and overall positive feelings about school as measured by the Healthy Kids Survey</div> <div>17-18 Students will report a level of school connectedness greater than 43% as measured by the Healthy Kids Survey.</div> <div>Baseline On the 2016-17 Healthy Kids Survey, 43% of students felt a high level of school connectedness.</div>	<div>Goal Met - 73% of students indicated on the 2017-18 Healthy Kids Survey that they felt connected to the school.</div>
<div>Metric/Indicator Decrease student reported levels of chronic sadness/hopelessness/anxiety as measured by the Healthy Kids Survey and other metrics to be identified</div> <div>17-18 Students will report levels of chronic sadness/hopelessness of less than 56% as measured by the Healthy Kids Survey.</div>	<div>Goal Met - On the 2017-18 Healthy Kids Survey, 50% of students reported feelings of chronic sadness/hopelessness.</div>

Expected

Baseline

On the 2016-17 Healthy Kids Survey, 56% of students reported feelings of chronic sadness/hopelessness as measured by the Healthy Kids Survey.

Metric/Indicator

Develop a system in which student use of stress reduction techniques becomes an integral part of the daily school routine

17-18

At least 60% of students will report using stress reduction techniques as part of their daily school routine

Baseline

No students currently use planned stress reduction techniques as part of their daily school routine

Actual

Met but changes in measurement to be made: While all students at the Virtual Academy participated in guided use of stress reduction techniques on a daily basis, whether students utilized these independently was inconclusive. Adjustments to the metric will be discussed further below and in the goals for 2018-19.

Actions / Services

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

Action 1

Planned Actions/Services

Professional Development for all Virtual Academy Staff in student mental wellness, stress reduction techniques, and ways to assist students with anxiety (MTSS Level 1)

Actual Actions/Services

Actions and services provided as planned

Budgeted Expenditures

Training in 60 Second Fix, Why Try, and/or other student mental wellness programs 5800: Professional/Consulting Services And Operating Expenditures Base \$1500

Estimated Actual Expenditures

Training on 60 Second fix and general student mental wellness via Sierra Child and Family Services 5800: Professional/Consulting Services And Operating Expenditures Base \$1500

Action 2

Planned Actions/Services

The counselor will utilize her weekly allotment of time at the Virtual Academy to seek out and assist students who are struggling

Actual Actions/Services

Actions and services provided as planned

Budgeted Expenditures

Counselor 1000-1999: Certificated Personnel Salaries Supplemental \$2000

Estimated Actual Expenditures

Counselor 1000-1999: Certificated Personnel Salaries Supplemental \$2000

with personal/social issues (MTSS Level 2). When appropriate, the counselor will work with families, district, and community stakeholders to identify resources to assist the student/family (MTSS Level 3). Particular attention will be paid toward insuring that unduplicated students receive regular counseling support.

Counselor 3000-3999: Employee
Benefits Supplemental \$437

Counselor 3000-3999: Employee
Benefits Supplemental \$437

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 and services were implemented as noted with additional actions centered around the implementation of the 60 Second Fix and "Brain Charge" curriculum added.

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

The steps taken to increase student connectedness and reduce chronic sadness were successful in reaching the articulated goal. With that said, only a marginal reduction in chronic sadness was seen indicating that far more work needs to be done to address this concern. The implementation of the 60 Second Fix and Brain Charge curriculum may have helped contribute to these indicators, but a more measurable set of data points will be needed. This is noted below as well as in Goal 3 for the 2018-19 LCAP cycle.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

As it was challenging to ascertain if students were utilizing the stress reduction techniques learned through the 60 Second Fix and Brain Charge curriculum, a new metric will be utilized for the 2018-19 LCAP cycle. Specifically, we will utilize the Problem Solving

scale questions from the Social Emotional Health module of the Healthy Kids Survey to measure students' abilities to identify means by which they can work through problems that may cause anxiety or stress. This is expanded upon in Goal 3 in the 2018-19 LCAP.

Stakeholder Engagement

LCAP Year: **2018-19**

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?

The LEA consulted with all stakeholders, including students, parents, faculty, staff, EDUHSD Board members and EDUHSD Administration in the review and analysis process. These meetings took place via the Virtual Academy Charter Advisory Committee meetings held on 9/13/17, 10/11/17, 11/8/17, 12/6/17, and 3/4/18 . Additional review and analysis took place at:
Principal's Council - 2/6/18
Site Leadership Team - 8/14/17, 9/18/17, 10/16/17, 3/5/18, 4/3/18
Standards and Instructional Leadership Team (SILT) - met on 2/21/18 and 3/21/18
Faculty Association - Met on 2/13/18 and 4/9/18

Impact on LCAP and Annual Update

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

The Charter Advisory Committee expressed that each of the areas we identified in the LCAP proposed goals were the areas of most significant need at the Virtual Academy as well as throughout the district. The committee indicated that the proposed action steps and ongoing monitoring would be the best approach to addressing these needs. In all meetings, the committee focused a great deal of time on the behavioral and emotional needs that students are presenting with. This goal (Goal 3), continued to receive a great deal of emphasis this year by all stakeholders at the Virtual Academy and will continue for the 2018-19 LCAP cycle.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

Improve student outcomes in Mathematics as measured by the CAASPP and the pass rate for students in mathematics courses.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Increase the percentage of students scoring “standard met” and “standard exceeded” on CAASPP assessments.
Increase the percentage of students getting C's or higher in mathematics classes.
Insure that foundational skills in mathematics, specifically Algebra 1, are sufficient enough that students are successful in subsequent math courses.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the percentage of students who achieve standard met or standard exceeded on	The percentage of students scoring standard met or standard exceeded on	The percentage of students scoring standard met or standard exceeded on	The percentage of students scoring standard met or standard exceeded on	The percentage of students scoring standard met or standard exceeded on

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
the California Assessment of Student Performance for Mathematics assessments with an emphasis on improving the aggregate pass rate for low socioeconomic students, foster youth, and English learners.	<p>the 2016 California Assessment of Student Performance for Mathematics:</p> <p>36% for all students</p> <p>* Due to less than 5% of students falling into the subgroups of low socioeconomic status, foster youth, and English learners, disaggregated baseline data was not reported.</p>	<p>the 2017 California Assessment of Student Performance for Mathematics:</p> <p>2017 results > 36%</p>	<p>the 2018 California Assessment of Student Performance for Mathematics:</p> <p>2018 results > 36%</p>	<p>the 2019 California Assessment of Student Performance for Mathematics:</p> <p>2019 results > 36%</p>
The number of students earning grades of C or higher in mathematics courses will increase. An emphasis will be placed on improving these rates for low socioeconomic students, foster youth, and English learners.	<p>The percentage of students earning grades of C or better in mathematics courses was:</p> <p>2016 - 75%</p> <p>2017 - 75%</p> <p>*Due to there only being 3 students identified as low socioeconomic status, 0 foster youth, and 1 English learner, disaggregated baseline data was not reported.</p>	<p>The percentage of students earning grades of C or better in mathematics courses for the 2017-18 school year will be greater than 75%.</p>	<p>The percentage of students earning grades of C or better in mathematics courses for the 2018-19 school year will be greater than 75%.</p>	<p>The percentage of students earning grades of C or better in mathematics courses for the 2019-20 school year will be greater than 75%.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Increase the percentage of students who pass both semesters of Algebra 1 with a C or better.</p> <p>An emphasis will be placed on improving these rates for low socioeconomic students, foster youth, and English learners.</p>	<p>The percentage of students passing both semesters of Algebra 1 with a C or better was:</p> <p>2016: 59%</p> <p>2017: 80%</p> <p>*Due to there only being 3 students identified as low socioeconomic status, 0 foster youth, and 1 English learner, disaggregated baseline data was not reported.</p>	<p>The percentage of students passing both semesters of Algebra 1 with a C or better will be greater than 80% for the 2017-18 school year.</p>	<p>The percentage of students passing both semesters of Algebra 1 with a C or better will be greater than 80% for the 2018-19 school year.</p>	<p>The percentage of students passing both semesters of Algebra 1 with a C or better will be greater than 80% for the 2019-20 school year.</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

Schoolwide

Specific Schools: El Dorado Virtual
Academy

Actions/Services

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

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Assessment/remediation for incoming/new students, especially those that have shown prior weakness in Mathematics courses, to determine need for remediation. (MTSS Level 2)

2018-19 Actions/Services

Assessment/remediation for incoming/new students, especially those that have shown prior weakness in Mathematics courses, to determine need for remediation. (MTSS Level 2)

2019-20 Actions/Services

Assessment/remediation for incoming/new students, especially those that have shown prior weakness in Mathematics courses, to determine need for remediation. (MTSS Level 2)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	750	750	750
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Online assessment to determine need for remediation via Math XL or similar program	4000-4999: Books And Supplies Online assessment to determine need for remediation via Math XL or similar program	4000-4999: Books And Supplies Online assessment to determine need for remediation via Math XL or similar program

Action 2

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: El Dorado Virtual Academy

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Math Support class offering targeted remediation through online program (Math XL or similar) individualized to meet the needs of each student. (MTSS Level 2)

2018-19 Actions/Services

Math Support class offering targeted remediation through online program (Math XL or similar) individualized to meet the needs of each student. (MTSS Level 2). Additionally, this same class period on alternate days (twice per week) will be used to deliver the Algebra Foundations curriculum to those students identified as not yet ready for Algebra 1.

2019-20 Actions/Services

Math Support class offering targeted remediation through online program (Math XL or similar) individualized to meet the needs of each student. (MTSS Level 2). Additionally, this same class period on alternate days (twice per week) will be used to deliver the Algebra Foundations curriculum to those students identified as not yet ready for Algebra 1.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3265	6000	6000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Math Support class for students with identified learning gaps in Mathematics	1000-1999: Certificated Personnel Salaries Math Support/Algebra Foundations class for students with identified learning gaps in Mathematics	1000-1999: Certificated Personnel Salaries Math Support/Algebra Foundations class for students with identified learning gaps in Mathematics

Amount	\$1150	1250	\$1250
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Math Support class for students with identified learning gaps in Mathematics	3000-3999: Employee Benefits Math Support/Algebra Foundations class for students with identified learning gaps in Mathematics	3000-3999: Employee Benefits Math Support/Algebra Foundations class for students with identified learning gaps in Mathematics
Budget Reference			

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 2

Prepare college-ready and career-ready students to successfully meet entrance and performance requirements of postsecondary institutions. In doing so, increase A-G course completion to at least 50%.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Increase the number of students having completed the A-G course sequence upon graduation.

Development of a comprehensive developmental career and college guidance program designed to improve student knowledge of and ability to matriculate to post secondary options including universities, community colleges, and trade apprenticeship programs.

Increase the number of students enrolled in transferable, college-level courses while in high school so as to increase the likelihood of college attendance and reduce costs of college attendance for students identified as having a low socioeconomic status.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase all graduates meeting UC/CSU a-g requirements with an emphasis on improving the aggregate percentage rate for low socioeconomic students, foster youth, and English learners	<p>The percentage of graduates meeting A-G requirements were as follows:</p> <p>2015: 14% 2016: 7% 2017: 16%</p> <p>*Due to the low number of students identified as low socioeconomic status, foster youth, and English learners (under 5% combined), disaggregated data is not reported</p>	<p>The percentage of graduates meeting A-G requirements in 2018 is expected to be:</p> <p>2018 Graduates meeting A-G > 25%</p>	<p>The percentage of graduates meeting A-G requirements in 2019 is expected to be:</p> <p>2019 Graduates meeting A-G > 40%</p>	<p>The percentage of graduates meeting A-G requirements in 2020 is expected to be:</p> <p>2020 Graduates meeting A-G > or equal to 50%</p>
Increase the number of students matriculating into four year universities and/or two year colleges with the intent to transfer to a university with an emphasis on improving the aggregate percentage rate for low socioeconomic students, foster youth, and English learners	<p>The percentage of the graduating class that matriculated into a four year university after high school was:</p> <p>2016: 7% 2017: 26%</p> <p>*Due to the low number of students identified as low socioeconomic status, foster youth, and English learners (under 5% combined),</p>	<p>The percentage of the the graduating class of 2018 that matriculate into a four year university after high school will be:</p> <p>2018 University Matriculation > 26%</p>	<p>The percentage of the the graduating class of 2019 that matriculate into a four year university or a two year college with the intent to transfer to a university after high school will be:</p> <p>2019 University or two year college with the intent to transfer matriculation > 50%</p>	<p>The percentage of the the graduating class of 2019 that matriculate into a four year university or a two year college with the intent to transfer to a university after high school will be:</p> <p>2020 University or two year college with the intent to transfer matriculation > 60%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	disaggregated data is not reported			
Increase the enrollment in transferable college level courses while in high school with an emphasis on improving the enrollment rate for low socioeconomic students, foster youth, and English learners	<p>The enrollment in college level transferable coursework was:</p> <p>2016: Approximately 7 courses completed 2017: Approximately 13 courses completed</p> <p>*Due to the low number of students identified as low socioeconomic status, foster youth, and English learners (under 5% combined), disaggregated data is not reported</p>	<p>The enrollment in college level transferable courses for 2017-18 will be:</p> <p>College Course Enrollment for 2017-2018 > 13 Courses</p>	<p>The enrollment in college level transferable courses for 2018-19 will be:</p> <p>College Course Enrollment for 2018-2019 > 50 Courses</p>	<p>The enrollment in college level transferable courses for 2019-20 will be:</p> <p>College Course Enrollment for 2019-2020 > 60 Courses</p>
Increase the number of students participating in the internship program with an emphasis on improving the participation rate of low socioeconomic students, foster youth, and English learners	<p>The enrollment in the internship program was:</p> <p>2016: 26 students 2017: 16 students</p> <p>*Due to the low number of students identified as low socioeconomic status, foster youth, and English learners (under 5% combined),</p>	<p>The enrollment in the internship program for 2017-18 will be:</p> <p>2017-18 Internship enrollment > 20 students</p>	<p>The enrollment in the internship program for 2018-19 will be:</p> <p>2018-19 Internship enrollment > 20 students</p>	<p>The enrollment in the internship program for 2019-20 will be:</p> <p>2019-20 Internship enrollment > 20 students</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	disaggregated data is not reported			

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

Specific Schools: El Dorado Virtual Academy

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

With the assistance of the Workplace Learning Coordinator, students will engage in comprehensive and developmental career and college exploration activities multiple times per

2018-19 Actions/Services

With the assistance of the Workplace Learning Coordinator, students will engage in comprehensive and developmental career and college exploration activities multiple times per

2019-20 Actions/Services

With the assistance of the Workplace Learning Coordinator, students will engage in comprehensive and developmental career and college exploration activities multiple times per

year. (Base career and college planning services - MTSS Level 1)

year. (Base career and college planning services - MTSS Level 1)

year. (Base career and college planning services - MTSS Level 1)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3000	3000	3000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Workplace Learning Coordinator	2000-2999: Classified Personnel Salaries Workplace Learning Coordinator	2000-2999: Classified Personnel Salaries Workplace Learning Coordinator
Amount	1000	1000	1000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Workplace Learning Coordinator	3000-3999: Employee Benefits Workplace Learning Coordinator	3000-3999: Employee Benefits Workplace Learning Coordinator

Action 2

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

Students to be Served:

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

All

Location(s):

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

Specific Schools: El Dorado Virtual Academy

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Students will have access to a wide breadth of courses that will allow them to meet A-G course completion requirements. This will include online foreign language courses through Middlebury University

2018-19 Actions/Services

Students will have access to a wide breadth of courses that will allow them to meet A-G course completion requirements. This will include online foreign language courses through Middlebury University or Folsom Lake College

2019-20 Actions/Services

Students will have access to a wide breadth of courses that will allow them to meet A-G course completion requirements. This will include online foreign language courses through Middlebury University or Folsom Lake College

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,500	\$10,000	\$10,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Middlebury University site licenses	4000-4999: Books And Supplies Middlebury University site licenses	4000-4999: Books And Supplies Middlebury University site licenses

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: El Dorado Virtual Academy

Actions/Services

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

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

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

New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The director and workplace learning coordinator will meet with students and families individually in need of additional guidance and resources to assist them in their career and college planning. Specific attention and additional guidance services will be directed towards English learners, foster youth and low income students. (MTSS Level 2,3)	The director and workplace learning coordinator will meet with students and families individually in need of additional guidance and resources to assist them in their career and college planning. Specific attention and additional guidance services will be directed towards English learners, foster youth and low income students. (MTSS Level 2,3)	The director and workplace learning coordinator will meet with students and families individually in need of additional guidance and resources to assist them in their career and college planning. Specific attention and additional guidance services will be directed towards English learners, foster youth and low income students. (MTSS Level 2,3)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1000	1500	1500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Workplace Learning Coordinator	2000-2999: Classified Personnel Salaries Workplace Learning Coordinator	2000-2999: Classified Personnel Salaries Workplace Learning Coordinator
Amount	300	350	350
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Workplace Learning Coordinator	3000-3999: Employee Benefits Workplace Learning Coordinator	3000-3999: Employee Benefits Workplace Learning Coordinator

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: El Dorado Virtual Academy

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

The Workplace Learning Coordinator and Director will work to increase the number of students participating in the Internship program. Students identified as low socioeconomic status, foster youth, or English learners will be met with individually and encouraged to enroll in the program. (MTSS Level 2)

2018-19 Actions/Services

The Workplace Learning Coordinator and Director will work to increase the number of students participating in the Internship program. Students identified as low socioeconomic status, foster youth, or English learners will be met with individually and encouraged to enroll in the program. (MTSS Level 2)

2019-20 Actions/Services

The Workplace Learning Coordinator and Director will work to increase the number of students participating in the Internship program. Students identified as low socioeconomic status, foster youth, or English learners will be met with individually and encouraged to enroll in the program. (MTSS Level 2)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	1000	1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Workplace Learning Coordinator	2000-2999: Classified Personnel Salaries Workplace Learning Coordinator	2000-2999: Classified Personnel Salaries Workplace Learning Coordinator
Amount	200	400	400
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Workplace Learning Coordinator	3000-3999: Employee Benefits Workplace Learning Coordinator	3000-3999: Employee Benefits Workplace Learning Coordinator

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 3

All students at the Virtual Academy will learn in a supportive, connected, and safe environment.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Provide a caring and encouraging school environment where students connect with teachers, staff, and one another
Provide a learning environment that is physically, intellectually, and emotionally safe
Develop a systemic approach within the MTSS framework to address students' emotional well being

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase student levels of connectedness and overall positive feelings about school as measured by the Healthy Kids Survey	On the 2016-17 Healthy Kids Survey, 43% of students felt a high level of school connectedness.	Students will report a level of school connectedness greater than 43% as measured by the Healthy Kids Survey.	Students will report a level of school connectedness greater than 70% as measured by the Healthy Kids Survey.	Students will report a level of school connectedness greater than 80% as measured by the Healthy Kids Survey.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease student reported levels of chronic sadness/hopelessness/anxiety as measured by the Healthy Kids Survey and other metrics to be identified	On the 2016-17 Healthy Kids Survey, 56% of students reported feelings of chronic sadness/hopelessness as measured by the Healthy Kids Survey.	Students will report levels of chronic sadness/hopelessness of less than 56% as measured by the Healthy Kids Survey.	Students will report levels of chronic sadness/hopelessness of less than 50% as measured by the Healthy Kids Survey.	Students will report levels of chronic sadness/hopelessness of less than 45% as measured by the Healthy Kids Survey.
Develop a system in which student use of stress reduction techniques and problem solving skills becomes an integral part of the daily school routine	No students currently use planned stress reduction techniques as part of their daily school routine	At least 60% of students will report using stress reduction techniques as part of their daily school routine	As measured by the CHKS Problem Solving Scale Questions, 40% of students will indicate a high ability to utilize problem solving skills	As measured by the CHKS Problem Solving Scale Questions, 45% of students will indicate a high ability to utilize problem solving skills

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

Specific Schools: El Dorado Virtual Academy

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Professional Development for all Virtual Academy Staff in student mental wellness, stress reduction techniques, and ways to assist students with anxiety (MTSS Level 1)

2018-19 Actions/Services

Professional Development for all Virtual Academy Staff in student mental wellness, stress reduction techniques, problem solving, and ways to assist students with anxiety (MTSS Level 1)

2019-20 Actions/Services

Professional Development for all Virtual Academy Staff in student mental wellness, stress reduction techniques, problem solving, and ways to assist students with anxiety (MTSS Level 1)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1500	\$1500	\$1500
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Training in 60 Second Fix, Why Try, and/or other student mental wellness programs	5800: Professional/Consulting Services And Operating Expenditures Training in student mental wellness programs	5800: Professional/Consulting Services And Operating Expenditures Training in student mental wellness programs

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

Specific Schools:

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

Schoolwide

Specific Schools: El Dorado Virtual
Academy

Actions/Services

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

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

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

New Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

The counselor will utilize her weekly allotment of time at the Virtual Academy to seek out and assist students who are struggling with personal/social issues (MTSS Level 2). When appropriate, the counselor will work with families, district, and community stakeholders to identify resources to assist the student/family (MTSS Level 3). Particular attention will be paid toward insuring that unduplicated students receive regular counseling support.

2018-19 Actions/Services

The counselor will utilize her weekly allotment of time at the Virtual Academy to seek out and assist students who are struggling with personal/social issues (MTSS Level 2). When appropriate, the counselor will work with families, district, and community stakeholders to identify resources to assist the student/family (MTSS Level 3). Particular attention will be paid toward insuring that unduplicated students receive regular counseling support.

2019-20 Actions/Services

The counselor will utilize her weekly allotment of time at the Virtual Academy to seek out and assist students who are struggling with personal/social issues (MTSS Level 2). When appropriate, the counselor will work with families, district, and community stakeholders to identify resources to assist the student/family (MTSS Level 3). Particular attention will be paid toward insuring that unduplicated students receive regular counseling support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000	\$2000	\$2000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Counselor	1000-1999: Certificated Personnel Salaries Counselor	1000-1999: Certificated Personnel Salaries Counselor

Amount	\$437	\$437	\$437
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Counselor	3000-3999: Employee Benefits Counselor	3000-3999: Employee Benefits Counselor

Action 3

OR

		Specific Schools: El Dorado Virtual Academy
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Actions/Services

	New Action	New Action
	Increased services through Sierra Child and Family Services to train teachers on improving student problem solving skills while reducing student stress and anxiety.	Increased services through Sierra Child and Family Services to train teachers on improving student problem solving skills while reducing student stress and anxiety.

Budgeted Expenditures

Amount		5101	5101
Source		Supplemental	Supplemental
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Sierra Child and Family Services	5800: Professional/Consulting Services And Operating Expenditures Sierra Child and Family Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$18,788	2.38%

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

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

The El Dorado Virtual Academy minimum proportionality is 2.38% with an estimated Supplemental Grant of \$18,788. While the overall population of unduplicated students is small, these funds are used to improve educational outcomes for economically disadvantaged students, foster youth, and English learners.

The El Dorado Virtual Academy is using supplemental funds to improve academic outcomes for unduplicated count students and address the behavioral/mental health needs of these students. Through the implementation and application of a Multi-Tiered Systems of Supports (MTSS) model, increased access to level 2 and 3 supports is essential for these students. Tier 2 and tier 3 interventions are being provided to these students to insure they have the academic and behavioral supports needed to succeed.

MTSS Level 2-3 Supports Funded with Supplemental Funds:

1. Digital remediation curriculum in Mathematics

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).

- 2. Sections dedicated to Math Support Class
- 3. Increased services/time for Workplace Learning Coordinator
- 4. Counseling services through dedicated Spanish speaking counselor
- 5. Professional Development for faculty/staff to support student mental health/behavioral needs

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$9,602

1.48%

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

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

The El Dorado Virtual Academy minimum proportionality is 1.48% with an estimated Supplemental Grant of \$9,602. While the overall population of unduplicated students is small, these funds are used to improve educational outcomes for economically disadvantaged students, foster youth, and English learners.

The El Dorado Virtual Academy is using supplemental funds to improve academic outcomes for unduplicated count students and address the behavioral/mental health needs of these students. Through the implementation and application of a Multi-Tiered Systems of Supports (MTSS) model, increased access to level 2 and 3 supports is essential for these students. Tier 2 and tier 3 interventions are being provided to these students to insure they have the academic and behavioral supports needed to succeed.

MTSS Level 2-3 Supports Funded with Supplemental Funds:

1. Digital remediation curriculum in Mathematics
2. Sections dedicated to Math Support Class
3. Increased services/time for Workplace Learning Coordinator
4. Counseling services through dedicated Spanish speaking counselor
5. Professional Development for faculty/staff to support student mental health/behavioral needs

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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/fq/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; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

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

Students to be Served

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

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	35,602.00	22,049.00	35,602.00	34,288.00	34,288.00	104,178.00
Base	26,000.00	12,822.00	26,000.00	15,500.00	15,500.00	57,000.00
Supplemental	9,602.00	9,227.00	9,602.00	18,788.00	18,788.00	47,178.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	35,602.00	22,049.00	35,602.00	34,288.00	34,288.00	104,178.00
1000-1999: Certificated Personnel Salaries	5,265.00	5,265.00	5,265.00	8,000.00	8,000.00	21,265.00
2000-2999: Classified Personnel Salaries	4,500.00	4,700.00	4,500.00	5,500.00	5,500.00	15,500.00
3000-3999: Employee Benefits	3,087.00	2,887.00	3,087.00	3,437.00	3,437.00	9,961.00
4000-4999: Books And Supplies	21,250.00	7,697.00	21,250.00	10,750.00	10,750.00	42,750.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00	1,500.00	1,500.00	6,601.00	6,601.00	14,702.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	35,602.00	22,049.00	35,602.00	34,288.00	34,288.00	104,178.00
1000-1999: Certificated Personnel Salaries	Supplemental	5,265.00	5,265.00	5,265.00	8,000.00	8,000.00	21,265.00
2000-2999: Classified Personnel Salaries	Base	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	9,000.00
2000-2999: Classified Personnel Salaries	Supplemental	1,500.00	1,700.00	1,500.00	2,500.00	2,500.00	6,500.00
3000-3999: Employee Benefits	Base	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	3,000.00
3000-3999: Employee Benefits	Supplemental	2,087.00	1,887.00	2,087.00	2,437.00	2,437.00	6,961.00
4000-4999: Books And Supplies	Base	20,500.00	7,322.00	20,500.00	10,000.00	10,000.00	40,500.00
4000-4999: Books And Supplies	Supplemental	750.00	375.00	750.00	750.00	750.00	2,250.00
5800: Professional/Consulting Services And Operating Expenditures	Base	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	0.00	5,101.00	5,101.00	10,202.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	5,165.00	4,790.00	5,165.00	8,000.00	8,000.00	21,165.00
Goal 2	26,500.00	13,322.00	26,500.00	17,250.00	17,250.00	61,000.00
Goal 3	3,937.00	3,937.00	3,937.00	9,038.00	9,038.00	22,013.00

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