

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	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

Briefly 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. 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.

The El Doardo 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:

- Student Performance on the California Assessment of Student Performance and Progress in Mathematics
- Development of an Early/Middle College Program designed to provide students the opportunity to get a head start on their college coursework
- 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

GREATEST PROGRESS

- 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?

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 2015-16 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.

GREATEST NEEDS

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. 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 are far below the district average - only 14% for 2016.
- 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 will implement 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.

INCREASED OR IMPROVED SERVICES

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

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:

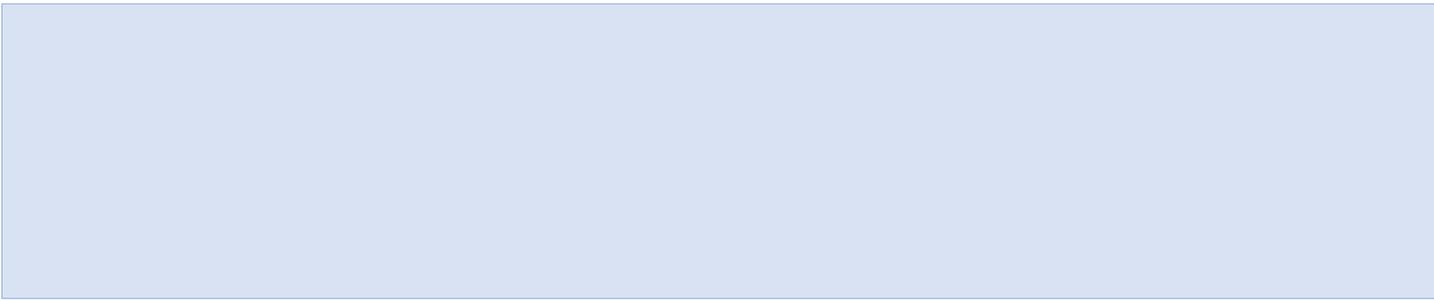
- Remedial software programs for students struggling in Mathematics
- Learning Center support and accommodations/modifications for students with IEP's
- Classroom accommodations and modifications for English learners
- Accommodations and modifications for students with 504's
- Mental health supports 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	\$ 930,000
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$35,602.00

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.



\$660,074

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Starting with the 2015-16 school year all incoming students will be assessed in Reading and Math to determine their appropriate class placement. Students will be offered an academic support class in math and/or English if they assess below grade level.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase the percentage of students scoring “standard met” and “standard exceeded” on SBAC assessments. Students insufficiently scored at or below “nearly met standard” in mathematics.

Increase the percentage of students getting C’s or higher in their English and mathematics classes.

ACTUAL

An analysis of the SBAC/CAASPP data for 2015 and 2016 indicated a decline in student performance when considering if standards were met or exceeded. In 2015, the percentage of students who met or exceeded standard in mathematics was 43%. This declined in 2016 to 39%. However, the number of students who scored in the "standard nearly met category increased from 18% to 30% over the same two years. Due to the small number of unduplicated students, results were not indicated by subgroup.

In English, an analysis of the data indicates that results were relatively unchanged between 2015 and 2016 for students meeting or exceeding standards. In 2015, 82% of students met or exceeded standards while 80% did so in CAASPP testing in 2016. Again, due to the small number of unduplicated students, results were not reported by subgroup.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
English and mathematics assessment tool (Edmentum) to determine the proper placement of students.

ACTUAL
English and mathematics assessment tool (Edmentum) to determine the proper placement of students. The English assessment through Edmentum was discontinued for the 2016-17 school year due to the overall success of students in the general program which has additional tutorial time built in to help any struggling student in English. Additional assessment/remediation in mathematics was provided through the Math XL program.

Expenditures

BUDGETED
\$7,294 for site licenses for access to the Edmentum online assessment tools. 5000-5999: Services And Other Operating Expenditures Supplemental \$7294

ESTIMATED ACTUAL
\$3725 for Edmentum online assessment tools. 5000-5999: Services And Other Operating Expenditures Supplemental \$3725

Math XL Online Program 5000-5999: Services And Other Operating Expenditures Supplemental \$433.13

Action **2**

Actions/Services

PLANNED
English and math support classes for these students which will utilize remediation software customized to each students unique need. This class will be designed to bring students up to grade level. (This class services as the delivery model for Action 1).

ACTUAL
A math support class was offered during the 2016-17 school year. The English support class was discontinued for the 2016-17 school year due to the overall success of students in the general program which has additional tutorial time built in to help any struggling student in English.

Expenditures

BUDGETED
No additional funds above the \$7,294 set aside for the Edmentum program indicated in Action 1.

ESTIMATED ACTUAL
The math support class was partially funded using supplemental funds as a result of the need to provide additional supports to unduplicated students. 1000-1999: Certificated Personnel Salaries Supplemental \$9669.87

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.

For mathematics, the actions/services planned were fully implemented. The online Edmentum program was utilized to assess students in mathematics at the start of the school year and provide remediation for students. Math XL was also utilized to assess and remediate performance gaps.

In English, the prior administrative team at the Virtual Academy felt that the current structure of the Virtual Academy's program was adequate to meet the needs of the students without additional assessments through Edmentum. It should be noted that the current structure of the Virtual Academy includes tutorials built into the schedule which provide students the ability to receive up to three hours of English instruction for each day of attendance. The decision to not offer English support through Edmentum delivered in an English Support class was made as a result of student performance being consistently high as measured by the CAASPP.

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

As noted, an analysis of the data from the 2015 SBAC and 2016 CAASPP indicated a decline of 7% in students scoring at or above standard in mathematics. In considering the small size of the Virtual Academy, as well as the small sample size of students tested, this decrease in score may be reflective of a relative decrease in the performance of 1 or 2 students. In turn, it would be premature to say that the program is overall, ineffective. At the same time, it was found that the assessment tools utilized in the Edmentum program do not directly align with district mathematics curriculum. In turn, Math XL was implemented as it directly aligns with district math curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences between budgeted expenditures and actual expenditures were a result of no longer offering the Edmentum support program in English, providing additional math supports through the Math XL program, and partial funding of a math support class designed to help remediate skills in mathematics.

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 noted, the English assessment/remediation tools through Edmentum were discontinued at the start of the 2016-17 school year as student performance continued to remain high in this area and students were receiving ample supports through the built-in tutorial program offered at the site. The English portion of goal 1 from the prior LCAP is not reflected in the current LCAP. Instead, Goal 1 of the current LCAP places an emphasis on continuing to improve student outcomes in mathematics. This is not to say that the Virtual Academy is not continuing to identify and serve struggling learners in English. However, the general model of the program will become the delivery vehicle to do so.

In determining that the Edmentum program does not completely align with district mathematics curriculum, the current LCAP notes that district built assessments will be utilized as an early identifier of students who have gaps/deficiencies in mathematics. Supplemental funds used in the past to purchase licenses for the Edmentum program, will be redirected to the Math XL program, which is in line with district curriculum. This is noted in the current LCAP Goal number 1 for 2017-2020

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Fifty percent of our students will graduate having fulfilled the A-G college entrance requirement.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase the percentage of students who graduate meeting the A-G college entrance requirements.

ACTUAL

A-G rates have steadily been approximately 14-15% for 2015 and 2016. For 2017, rates have increased slightly to 16% with 26% being within one semester of completing A-G requirements. The percentage of students completing two years of foreign language has increased as a result of the Middlebury online A-G foreign language curriculum. During the 2016-17 school year, a comprehensive guidance program was introduced by the new director which increased counseling services to students pertaining to A-G completion. As a result, college going rates have also greatly increased. In 2016, only one graduate matriculated into a 4 year university. The graduating class of 2017 saw five students matriculate to universities with the majority of the remaining students entering the community college system.

Also, in 2016-17, the Virtual Academy formed a partnership with Folsom Lake College to create the Virtual Academy Early College program. This partnership has resulted in increases of the number of students completing college level coursework while still in high school which, over time, will impact A-G completion rates.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED Every year students will meet with their counselor and submit a 4-year plan or update their 4-year plan via the Naviance system.	ACTUAL All students at the Virtual Academy completed or updated a 4-year plan through the Naviance system.
Expenditures	BUDGETED None	ESTIMATED ACTUAL None

Action **2**

Actions/Services	PLANNED The school Director and Counselor will attend the UC/CSU conference every year to ensure they are aware of all the pertinent changes to the college A-G requirements.	ACTUAL The counselor and workplace learning coordinator attended the conference in 2016. The director accessed the conference materials online but not attend.
Expenditures	BUDGETED None	ESTIMATED ACTUAL None

Action **3**

Actions/Services	PLANNED Students need two years of a foreign language in order to meet the a-g requirement. To include foreign language as a viable option for our students in a small school setting we must provide them access to a third party school that is providing high quality a-g foreign language courses.	ACTUAL Middlebury University online foreign language instruction was provided to the students. During the 2016-2017 school year, over half (56%) of Virtual Academy students took advantage of this program.
Expenditures	BUDGETED None	ESTIMATED ACTUAL None

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 actions/services for 2016-17 were implemented. Students met with the counselor/director to develop or revise four year plans. The counselor and workplace learning coordinator attended the UC conference and were able to disseminate that information to students. The Middlebury University foreign language program was implemented and provided students another format for completing the A-G foreign language component.

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

While there was a slight improvement in A-G completion rates for the graduating class of 2017, more work is needed. These changes will be reflected in this year's LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No supplemental funds were used to fund costs associated with this goal. The College Readiness Block Grant was the primary funding source for this goal.

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

No changes were made to the goal during the 2016-17 school year. The goal will remain a part of the LCAP for 2017-20 with modifications designed to focus on access to higher education opportunities while still in high school, student planning/education about post secondary options, and continued access to courses that will lend to completion of A-G. These modifications can be found in Goal 2 of this year's LCAP.

Stakeholder Engagement

LCAP Year

 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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 9/28/16, 3/8/17 and 4/26/17. Additional review and analysis took place at:
Principal's Council - 1/17/17
MPLC - 1/30/17
Site Leadership Team - 1/9/2017, 2/20/17, 3/27/17 and 4/24/17

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 led to the development of a third goal for the 2017-2020 LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

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

[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 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.	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.	The percentage of students scoring standard met or standard exceeded on the 2017 California Assessment of Student Performance for Mathematics: 2017 results > 36%	The percentage of students scoring standard met or standard exceeded on the 2018 California Assessment of Student Performance for Mathematics: 2018 results > 36%	The percentage of students scoring standard met or standard exceeded on the 2019 California Assessment of Student Performance for Mathematics: 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>	<p>The percentage of students earning grades of C or better in mathematics courses was:</p> <p>2016 - 75% 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>
<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% 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:

<p><u>Students to be Served</u></p>	<p><input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/></p>
<p><u>Location(s)</u></p>	<p><input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:</p>

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>EI Dorado Virtual Academy</u>	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Assessment/remediation for incoming/new students, especially those that have shown prior weakness in Mathematics courses, to determine need for remediation. (MTSS Level 2)	Assessment/remediation for incoming/new students, especially those that have shown prior weakness in Mathematics courses, to determine need for remediation. (MTSS Level 2)	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

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All Schools Specific Schools: EI Dorado Virtual Academy Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

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

- New Modified Unchanged

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

2019-20

- New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$3265
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Math Support class for students with identified learning gaps in Mathematics
Amount	\$1150
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Math Support class for students with identified learning gaps in Mathematics
Budget Reference	

2018-19

Amount	\$3265
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Math Support class for students with identified learning gaps in Mathematics
Amount	\$1150
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Math Support class for students with identified learning gaps in Mathematics
Budget Reference	

2019-20

Amount	\$3265
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Math Support class for students with identified learning gaps in Mathematics
Amount	\$1150
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Math Support 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.

New
 Modified
 Unchanged

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

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	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),	The percentage of graduates meeting A-G requirements in 2018 is expected to be: 2018 Graduates meeting A-G > 25%	The percentage of graduates meeting A-G requirements in 2019 is expected to be: 2019 Graduates meeting A-G > 35%	The percentage of graduates meeting A-G requirements in 2020 is expected to be: 2020 Graduates meeting A-G > or equal to 50%

	disaggregated data is not reported			
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	<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), disaggregated data is not reported</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 after high school will be:</p> <p>2019 University Matriculation > 26%</p>	<p>The percentage of the the graduating class of 2020 that matriculate into a four year university after high school will be:</p> <p>2020 University Matriculation > 26%</p>
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 > 13 Courses</p>	<p>The enrollment in college level transferable courses for 2019-20 will be:</p> <p>College Course Enrollment for 2019- 2020 > 13 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</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>

	(under 5% combined), disaggregated data is not reported			
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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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>El Dorado Virtual Academy</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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)

2018-19

New Modified Unchanged

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)

2019-20

New Modified Unchanged

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)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	3000	Amount	3000	Amount	3000
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Workplace Learning Coordinator	Budget Reference	2000-2999: Classified Personnel Salaries Workplace Learning Coordinator	Budget Reference	2000-2999: Classified Personnel Salaries Workplace Learning Coordinator
Amount	1000	Amount	1000	Amount	1000
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Workplace Learning Coordinator	Budget Reference	3000-3999: Employee Benefits Workplace Learning Coordinator	Budget Reference	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](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: El Dorado Virtual Academy Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18

Amount \$20,500

Source Base

Budget Reference 4000-4999: Books And Supplies
Middlebury University site licenses

2018-19

Amount \$20,500

Source Base

Budget Reference 4000-4999: Books And Supplies
Middlebury University site licenses

2019-20

Amount 20,500

Source Base

Budget Reference 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 All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Specific Schools: EI Dorado Virtual Academy Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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

2017-18

Amount	1000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Workplace Learning Coordinator
Amount	300
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Workplace Learning Coordinator

2018-19

Amount	1000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Workplace Learning Coordinator
Amount	300
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Workplace Learning Coordinator

2019-20

Amount	1000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Workplace Learning Coordinator
Amount	300
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Workplace Learning Coordinator

Action **4**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: El Dorado Virtual Academy Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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

New Modified Unchanged

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

2017-18

Amount	500
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Workplace Learning Coordinator
Amount	200
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Workplace Learning Coordinator

2018-19

Amount	500
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Workplace Learning Coordinator
Amount	200
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Workplace Learning Coordinator

2019-20

Amount	500
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Workplace Learning Coordinator
Amount	200
Source	Supplemental
Budget Reference	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.

New
 Modified
 Unchanged

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

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 43% as measured by the Healthy Kids Survey.	Students will report a level of school connectedness greater than 43% as measured by the Healthy Kids Survey.
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 56% 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.
Develop a system in which student use of stress reduction techniques 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	At least 65% of students will report using stress reduction techniques as part of their daily school routine	At least 70% of students will report using stress reduction techniques as part of their daily school routine

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>EI Dorado Virtual Academy</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$1500
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount	\$1500
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount	\$1500
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Training in 60 Second Fix, Why Try, and/or other student mental wellness programs

Training in 60 Second Fix, Why Try, and/or other student mental wellness programs

Training in 60 Second Fix, Why Try, and/or other 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 All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Specific Schools: El Dorado Virtual Academy Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

New Modified Unchanged

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

New Modified Unchanged

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

2017-18

2018-19

2019-20

Amount	\$2000	Amount	\$2000	Amount	\$2000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Counselor	Budget Reference	1000-1999: Certificated Personnel Salaries Counselor	Budget Reference	1000-1999: Certificated Personnel Salaries Counselor
Amount	\$437	Amount	\$437	Amount	\$437
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Counselor	Budget Reference	3000-3999: Employee Benefits Counselor	Budget Reference	3000-3999: Employee Benefits Counselor

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$9,602

Percentage to Increase or Improve Services: 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

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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