

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

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

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

EDUHSD Virtual Academy at Shenandoah provides an online blended learning model that utilizes Canvas, the same learning management system used by our local community college. Additionally, students use district approved Apex courses to fulfill elective requirements. Starting in the spring of 2016, the Virtual Academy began utilizing Middlebury University's curriculum in order to provide students with an A-G approved foreign language program.

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 and may also earn college credit through dual enrollment/advanced education through FLC.

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. Daily 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 administrative assistant 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 three 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 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 only four students participating in college classes; this number has increased to over 30 students annually. This makes the Virtual Academy the second largest feeder school into advanced education out of all schools in the Folsom Lake College attendance area. This increase is 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 has introduced college courses taught on site during the school day by FLC professors. This program affords students the resources needed to advance in their education and graduate truly prepared to matriculate to college. When considering the block schedule and the availability of college level course available through FLC, students have the opportunity to earn in excess of one year of college credit upon graduation from high school.

LCAP Highlights

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

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

Review of Performance

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

Greatest Progress

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

- Development of an Early College/Dual Enrollment Program designed to provide students the opportunity to get a head start on their college coursework
- In excess of 30 students earning college level transferable credit while still in high school. A 2018 graduate completed over a year and a half of college credit saving in excess of \$60,000 in college expenses.
- Robust internship program providing students access to internship opportunities with over 100 local businesses
- Development of a communication plan that includes multiple forms of outreach to parents including phone, email, text, and social media platforms
- Student access to concurrent courses through the El Dorado Union High School District
- Student participation in co-curricular and extracurricular activities through home school sites in the El Dorado Union High School District
- Development and Implementation of a comprehensive career and college advisory program
- Substantial gains in student connectedness to school, caring adult relationships, and overall school climate as measured by the California Healthy Kids Survey. As indicated on the California School Climate Index, the Virtual Academy had the highest scores in the district and was in the 91st percentile in the state.

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

Greatest Needs

Due to our small size of approximately 110 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 2017-18 school year, due to the small student body size, that indicator was in the orange category. This was also the case for the student graduation rate. Nonetheless, the El Dorado Virtual Academy continuously engages in closely monitoring these data sets to insure that these incidences of non-performance are keenly addressed.

Student performance in mathematics as measured by the California Assessment of Student Performance and Progress continue to be an area of growth for the Virtual Academy. In comparison to the rest of the district, students tend to not perform as well as their peers at comprehensive school sites. A-G completion rates are also lower when compared to the same high schools in the district.

The 2017-18 CAASPP testing cycle also indicated a decline in Math and English scores. This was due in great part to the low number of students tested as well as several students opting out of the test. Again, with the small number of students tested, it takes only a couple of students not testing or not taking the test seriously to completely skew the results. Furthermore, student mental wellness and connectedness to the school are an area of needed improvement. The Virtual Academy's population of students with IEP's and 504 supports has grown tremendously, with over 30% of our population receiving these services. Each of these areas of need are drivers for the goals set forth in this year's LCAP.

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

Performance Gaps

Due to the overall population of unduplicated students being less than 5% total among all subgroups (4 total students) for the Junior class in 2018, as well as the total population of the Virtual Academy being only 106 students, comparing CASSPP data between subgroups and all students did not lend to meaningful results in the past. 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. For the 2019 school year, there may be performance data for socioeconomically disadvantaged students for the Junior class as 14% of students meet that qualification.

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, although preliminary data looks promising for 2019 results.
- A-G completion rates have been far below the district average - only 16% for 2017. With the efforts noted in this LCAP, that has increased to 40% for 2018. There is still work to be done in this area.
- Student wellness and its impact on academic outcomes is of concern as many students have identified as dealing with high levels of stress and suicidal ideation as measured by the California Healthy Kids Survey.

Comprehensive Support and Improvement

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

Schools Identified

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

No school identified for comprehensive support and improvement.

Support for Identified Schools

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

No school identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

No school identified for comprehensive support and improvement.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Strategic Planning Goal 1 and 3

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

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.

18-19

The percentage of students scoring standard met or standard exceeded on the 2018 California Assessment of Student Performance for Mathematics:

2018 results > 36%

For the 2018 CAASPP in Mathematics: Not Met: 36% of students met or exceeded standard. This was a regression from 2017 results of 56%

2019 Data Pending State Release – However, as of 5/29/19, the preliminary scale scores in mathematics indicate a 60 point increase in scores.

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

Expected

Actual

Baseline

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

36% for all students

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

Metric/Indicator

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

18-19

The percentage of students earning grades of C or better in mathematics courses for the 2018-19 school year will be greater than 75%.

Baseline

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

2018 - 79%

2017 - 75%

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

All Students: Met

The percentage of students earning grades of C or better in mathematics courses for the 2018-19 school year was 88%

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

Expected

Metric/Indicator

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

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

18-19

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.

Baseline

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

2016: 59%

2017: 80%

2018: 70%

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

Actual

All Students: Met

The percentage of students passing both semesters of Algebra 1 with a C or better was 91% for the 2018-19 school year.

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

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Assessment/remediation for incoming/new students, especially those that have shown prior weakness in Mathematics courses, to determine need for remediation. (MTSS Level 2)</p>	<p>Actions and services provided as planned</p>	<p>4000-4999: Books And Supplies Online assessment to determine need for remediation via Math XL or similar program - Supplemental -\$750</p>	<p>4000-4999: Books And Supplies Online assessment to determine need for remediation via Math XL or similar program - Supplemental -\$750</p>

Action 2

<p>Math Support class offering targeted remediation through online program (Math XL or similar) individualized to meet the needs of each student. (MTSS Level 2). Additionally, this same class period on alternate days (twice per week) will be used to deliver the Algebra Foundations curriculum to those students identified as not yet ready for Algebra 1.</p>	<p>Actions and services provided as planned</p>	<p>1000-1999: Certificated Personnel Salaries Math Support/Algebra Foundations class for students with identified learning gaps in Mathematics - Supplemental -\$6000</p> <p>3000-3999: Employee Benefits Math Support/Algebra Foundations class for students with identified learning gaps in Mathematics Supplemental \$1250</p>	<p>1000-1999: Certificated Personnel Salaries Math Support/Algebra Foundations class for students with identified learning gaps in Mathematics - Supplemental- \$6000</p> <p>3000-3999: Employee Benefits Math Support/Algebra Foundations class for students with identified learning gaps in Mathematics Supplemental -\$1250</p>
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Analysis

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

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

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

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

During the 2017-18 LCAP cycle, the actions and services helped provide for a 22% increase in student outcomes on the CAASPP in Mathematics as measured by the 2017 CAASPP Math results. While this was substantial growth, due to the small size of the school and number of students tested, sustainability over time will be a better indicator of success. This was an important notation as the 2018 CAASPP Math scores declined back to the 36% mark seen in 2016. Ongoing analysis of the pending 2019 results will provide an indication as to whether the 2018 results were possibly a result of the low number of test takers and the effort of the students in that year. Initial results from the 2019 CAASPP in math are promising, showing a 60 point jump in scale score results. Mark distribution analysis for the 2018-19 school year in Algebra 1 as well as all math courses indicates solid increases toward meeting goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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

The main changes in the actions and services were made for the 2018-19 school year. Due to an increase in the number of students being identified as not yet ready for Algebra 1 via the assessment noted in Action 1, The Virtual Academy offered an Algebra Foundations course for the 2018-19 school year. Direct instruction for this class took place twice per week with the other three days per week being an open math tutorial as originally designed in Action 2. This change did not result in an increase to the budgeted expense

for Action 2 other than normal increases (step) for teacher salary and benefits for the section of instruction. This change made in the 2018-19 school year will continue for the 2019-20 school year.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Strategic Planning Goal 1 and 3

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

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

18-19

The percentage of graduates meeting A-G requirements in 2019 is expected to be: 2019 Graduates meeting A-G > 40%

Baseline

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

Goal: Met

The graduating class of 2019 who met A-G requirements was 46%

Expected

Actual

2016: 7%
 2017: 16%
 2018: 40%
 *Due to the low number of students identified as low socioeconomic status, foster youth, and English learners (under 5% combined), disaggregated data is not reported

Metric/Indicator
 Increase the number of students matriculating into four year universities with an emphasis on improving the aggregate percentage rate for low socioeconomic students, foster youth, and English learners
 18-19
 The percentage of the graduating class of 2019 that matriculate into a four year university or a two year college with the intent to transfer to a university after high school will be:

 2019 University or two year college with the intent to transfer matriculation > 50%

 Baseline
 The percentage of the graduating class that matriculated into a four year university after high school was: 2016: 7% 2017: 26%
 *Due to the low number of students identified as low socioeconomic status, foster youth, and English learners (under 5% combined),

All Students: Met

 For the class of 2019, 45% plan to enroll in a 4 year university and 45% plan to enroll in a community college for a total of 90%.

Metric/Indicator

All Students: Met

Expected

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

18-19

The enrollment in college level transferable courses for 2018-19 will be:

College Course Enrollment for 2018- 2019 > 50 Courses

Baseline

The enrollment in college level transferable coursework was:

2016: Approximately 7 courses completed

2017: Approximately 13 courses completed

2018: More than 50 college courses completed

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

Actual

In 2019 Students completed more than 50 college courses. Among all high schools in the region, the Virtual Academy was the second highest feeder to Advanced Education for Folsom Lake College.

Metric/Indicator

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

18-19

The enrollment in the internship program for 2018-19 will be:

2018-19 Internship enrollment > 20 students

All Students: Met

In 2019, 29 students participated in the internship program.

Expected

Actual

<p>Baseline</p> <p>The enrollment in the internship program was:</p> <p>2016: 26 students</p> <p>2017: 16 students</p> <p>2018: 17 students</p> <p>*Due to the low number of students identified as low socioeconomic status, foster youth, and English learners (under 5% combined)</p>	
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Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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)</p>	<p>Actions and services provided as planned</p>	<p>Workplace Learning Coordinator 2000-2999: Classified Personnel Salaries Base \$3000 3000-3999: Employee Benefits Workplace Learning Coordinator: \$1000</p>	<p>Workplace Learning Coordinator 2000-2999: Classified Personnel Salaries Base: \$3000 3000-3999: Employee Benefits Workplace Learning Coordinator: \$1000</p>

Action 2

<p>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</p>	<p>Actions and services provided as planned</p>	<p>Middlebury University site licenses 4000-4999: Books And Supplies Base: \$10,000</p>	<p>Middlebury University site licenses 4000-4999: Books And Supplies Base: \$3973</p>
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through Middlebury University or Folsom Lake College

Action 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)

Actions and services provided as planned

2000-2999: Classified Personnel Salaries Workplace Learning Coordinator
Supplemental: \$1500
3000-3999: Employee Benefits Workplace Learning Coordinator
Supplemental: \$350

2000-2999: Classified Personnel Salaries Workplace Learning Coordinator
Supplemental: \$1500
3000-3999: Employee Benefits Workplace Learning Coordinator
Supplemental: \$350

Action 4

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

Actions and services provided as planned

2000-2999: Classified Personnel Salaries Workplace Learning Coordinator
Supplemental: \$1000
3000-3999: Employee Benefits Workplace Learning Coordinator
Supplemental: \$400

2000-2999: Classified Personnel Salaries Workplace Learning Coordinator
Supplemental: \$1000
3000-3999: Employee Benefits Workplace Learning Coordinator
Supplemental: \$400

Analysis

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

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

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

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

The College and Career guidance program coupled with student and parent advising lent to the great increase in the number of students completing A-G requirements. The time spent with students both in groups and individually on their college planning has been of tremendous value in improving these rates. The large increase in access to and completion of transferable college courses is due to the strong relationship developed with Folsom Lake College, including the signing of an MOU that greatly increases student accessibility to college courses. This program has become a very attractive feature of the Virtual Academy. The Internship program continued to provide great opportunities for students to explore careers and in some cases, gain employment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Virtual Academy spent far less on Middlebury University site licenses than expected. This was due in great part to the offering FLC Spanish courses on site during the year.

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

Due to the excellent results, services will be continued as planned.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Strategic Planning Goals 2-4

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Increase student levels of connectedness and overall positive feelings about school as measured by the Healthy Kids Survey

18-19

Students will report a level of school connectedness greater than 70% as measured by the Healthy Kids Survey.

Baseline

On the 2017-18 Healthy Kids Survey, 73% of students felt a high level of school connectedness.

Goal: Met

On the 2018-19 CHKS, 79% of students indicated a high level of school connectedness

Metric/Indicator

Goal: Met

Expected

Actual

Decrease student reported levels of chronic sadness/hopelessness/anxiety as measured by the Healthy Kids Survey and other metrics to be identified

18-19

Students will report levels of chronic sadness/hopelessness of less than 50% as measured by the Healthy Kids Survey.

Baseline

On the 2017-18 Healthy Kids Survey, 50% of students reported feelings of chronic sadness/hopelessness.

On the 2018-19 CHKS, 48% of students indicated experiencing feelings of chronic sadness/hopelessness.

Metric/Indicator

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

18-19

As measured by the CHKS Problem Solving Scale Questions, 40% of students will indicate a high ability to utilize problem solving skills

Baseline

On the 2016-17 Healthy Kids Survey, 25% of students indicate a high ability to utilize problem solving skills

Goal: Met

44% of students indicated a high ability to utilize problem solving skills while 92% reported high or moderately high ability to utilize problem solving skills.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development for all Virtual Academy Staff in student mental wellness, stress reduction techniques, and ways to assist students with anxiety (MTSS Level 1)	Actions and services provided as planned	5800:Professional/ Consulting Services And Operating Expenditures Training in student mental wellness programs Base: \$1500	5800:Professional/ Consulting Services And Operating Expenditures Training in student mental wellness programs Base: \$1500

Action 2

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.	Actions and services provided as planned	1000-1999: Certificated Personnel Salaries Counselor Supplemental: \$2000 3000-3999: Employee Benefits Counselor Supplemental: \$437	1000-1999: Certificated Personnel Salaries Counselor Supplemental: \$2000 3000-3999: Employee Benefits Counselor Supplemental: \$437
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Action 3

Increased services through Sierra Child and Family Services to train teachers on improving student problem solving skills while reducing student stress and anxiety.	Actions and services provided as planned	5800:Professional/Consulti ng Services And Operating Expenditures Sierra Child and Family Services Supplemental: \$5101	5800:Professional/Consult ing Services And Operating Expenditures Sierra Child and Family Services Supplemental: \$5101
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Analysis

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

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

All Actions were implemented as planned.

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

Based on CHKS results, the actions have been successful in improving student connectedness, reducing chronic sadness, and increasing students' problem solving skills.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

NA

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

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/Site Council meetings held on 9/19/18, 11/14/18, 1/16/19, 3/13/19, and 4/10/19.

Additional review and analysis took place at:

Budget Advisory Committee – 3/29/19

Classified Association – 3/24/19

Faculty Association – 2/25/19

Site Leadership Team – 8/13/18, 10/29/18, 2/11/19

LCAP Parent Advisory – 3/6/19

Standards and Instructional Leadership Team (SILT) – 1/16/19. 2/20/19. 3/20/19

Impact on LCAP and Annual Update

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

The Charter Advisory Committee expressed that each of the areas we identified in the LCAP proposed goals were the areas of most significant need at the Virtual Academy as well as throughout the district. The committee indicated that the proposed action steps and ongoing monitoring would be the best approach to addressing these needs. In all meetings, the committee focused a great deal of time on the behavioral and emotional needs that students are presenting with. This goal (Goal 3), continued to receive a great deal of emphasis this year by all stakeholders at the Virtual Academy and will continue for the 2019-20 LCAP cycle.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Local Priorities: Strategic Planning Goals 1 and 3

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
<p>Increase the percentage of students who achieve standard met or standard exceeded on the California Assessment of Student Performance for Mathematics assessments with an emphasis on improving the aggregate pass rate for low socioeconomic students, foster youth, and English learners.</p>	<p>The percentage of students scoring standard met or standard exceeded on the 2016-17 California Assessment of Student Performance for Mathematics:</p> <p>36% for all students</p> <p>* Due to less than 5% of students falling into the subgroups of low socioeconomic status, foster youth, and English learners, disaggregated baseline data was not reported.</p>	<p>The percentage of students scoring standard met or standard exceeded on the 2017-18 California Assessment of Student Performance for Mathematics: 2017-18 results > 36%</p>	<p>The percentage of students scoring standard met or standard exceeded on the 2018-19 California Assessment of Student Performance for Mathematics: 2018-19 results > 36%</p>	<p>The percentage of students scoring standard met or standard exceeded on the 2019-20 California Assessment of Student Performance for Mathematics: 2019-20 results > 36%</p>
<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</p>	<p>The percentage of students earning grades of C or better in mathematics courses was:</p> <p>2016 - 75%</p> <p>2017 - 75%</p> <p>*Due to there only being 3 students identified as low socioeconomic</p>	<p>The percentage of students earning grades of C or better in mathematics courses for the 2017-18 school year will be greater than 75%.</p>	<p>The percentage of students earning grades of C or better in mathematics courses for the 2018-19 school year will be greater than 75%.</p>	<p>The percentage of students earning grades of C or better in mathematics courses for the 2019-20 school year will be greater than 75%.</p>

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: El Dorado Virtual Academy

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	750	750	750
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Online assessment to determine	4000-4999: Books And Supplies Online assessment to determine	4000-4999: Books And Supplies Online assessment to determine

Year	2017-18	2018-19	2019-20
	need for remediation via Math XL or similar program	need for remediation via Math XL or similar program	need for remediation via Math XL or similar program

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: El Dorado Virtual Academy

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3265	6000	8163
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Math Support class for students with identified learning gaps in Mathematics	1000-1999: Certificated Personnel Salaries Math Support/Algebra Foundations class for students with identified learning gaps in Mathematics	1000-1999: Certificated Personnel Salaries Math Support/Algebra Foundations class for students with identified learning gaps in Mathematics

Year	2017-18	2018-19	2019-20
Amount	1150	1250	3463
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Math Support class for students with identified learning gaps in Mathematics	3000-3999: Employee Benefits Math Support/Algebra Foundations class for students with identified learning gaps in Mathematics	3000-3999: Employee Benefits Math Support/Algebra Foundations class for students with identified learning gaps in Mathematics

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Strategic Planning Goal 1 and 3

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

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

Specific Schools: El Dorado Virtual Academy

OR

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

Students to be Served:

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

[Add Location(s) selection here]

Scope of Services:

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

[Add Location(s) selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

Specific Schools: El Dorado Virtual Academy

OR

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

Students to be Served:

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

[Add Location(s) selection here]

Scope of Services:

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

[Add Location(s) selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	20500	10000	5000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Middlebury University site licenses	4000-4999: Books And Supplies Middlebury University site licenses	4000-4999: Books And Supplies Middlebury University site licenses

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: El Dorado Virtual Academy

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

The 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)

2018-19 Actions/Services

The director and workplace learning coordinator will meet with students and families individually in need of additional guidance and resources to assist them in their career and college planning. Specific attention and additional guidance services will be directed towards English learners, foster youth and low income students. (MTSS Level 2,3)

2019-20 Actions/Services

The director and workplace learning coordinator will meet with students and families individually in need of additional guidance and resources to assist them in their career and college planning. Specific attention and additional guidance services will be directed towards English learners, foster youth and low income students. (MTSS Level 2,3)

Budgeted Expenditures

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

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: El Dorado Virtual Academy

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Strategic Planning Goals 2-4

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase student levels of connectedness and overall positive feelings about school as measured by the Healthy Kids Survey	On the 2016-17 Healthy Kids Survey, 43% of students felt a high level of school connectedness.	Students will report a level of school connectedness greater than 43% as measured by the Healthy Kids Survey	Students will report a level of school connectedness greater than 70% as measured by the Healthy Kids Survey	Students will report a level of school connectedness greater than 80% as measured by the Healthy Kids Survey.
Decrease student reported levels of chronic sadness/hopelessness/anxiety as measured by the Healthy Kids Survey and other metrics to be identified	On the 2016-17 Healthy Kids Survey, 56% of students reported feelings of chronic sadness/hopelessness as measured by the Healthy Kids Survey.	Students will report levels of chronic sadness/hopelessness of less than 56% as measured by the Healthy Kids Survey.	Students will report levels of chronic sadness/hopelessness of less than 50% as measured by the Healthy Kids Survey	Students will report levels of chronic sadness/hopelessness of less than 45% as measured by the Healthy Kids Survey.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Develop a system in which student use of stress reduction techniques and problem solving skills becomes an integral part of the daily school routine	No students currently use planned stress reduction techniques as part of their daily school routine	At least 60% of students will report using stress reduction techniques as part of their daily school routine	As measured by the CHKS Problem Solving Scale Questions, 40% of students will indicate a high ability to utilize problem solving skills	As measured by the CHKS Problem Solving Scale Questions, 45% of students will indicate a high ability to utilize problem solving skills

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

Specific Schools: El Dorado Virtual Academy

OR

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

Students to be Served:

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

[Add Location(s) selection here]

Scope of Services:

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

[Add Location(s) selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide**Location(s):**

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

Specific Schools: El Dorado Virtual Academy**Actions/Services**

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

New Action

2017-18 Actions/Services

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

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

Unchanged Action

2018-19 Actions/Services

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

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

Unchanged Action

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2000	2000	4000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Counselor	1000-1999: Certificated Personnel Salaries Counselor	1000-1999: Certificated Personnel Salaries Counselor
Amount	437	437	900
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Counselor	3000-3999: Employee Benefits Counselor	3000-3999: Employee Benefits Counselor

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: El Dorado Virtual Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Increased services through Sierra Child and Family Services to train teachers on improving student problem solving skills while reducing student stress and anxiety.	Increased services through Sierra Child and Family Services to train teachers on improving student problem solving skills while reducing student stress and anxiety.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		5101	6424
Source		Supplemental	Supplemental
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Sierra Child and Family Services	5800: Professional/Consulting Services And Operating Expenditures Sierra Child and Family Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$26,950

2.71 %

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

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

The El Dorado Virtual Academy minimum proportionality is 2.71%. 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 counselor
5. Professional Development for faculty/staff to support student mental health/behavioral needs

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. 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 *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

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

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

(2) The total number of cohort members.

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

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

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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