Local Control Accountability Plan and Annual Update (LCAP) Template

**LEA Name**
Glenn County Office of Education/Wm. Finch Charter

**Contact Name and Title**
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Principal

**Email and Phone**
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530-865-1683

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**2017-20 Plan Summary**

**The Story**
Describe the students and community and how the LEA serves them.

Wm. Finch Charter School is the sole K-12 independent study charter school operating under the leadership of the Glenn County Board of Education. Wm. Finch utilizes personalized learning plans within independent study and blended classroom instruction, while providing Common Core State Standards curriculum, UC a-g certified coursework, special education support, ELA and math interventions, on-line courses, as well as concurrent enrollment with Butte College. Wm. Finch is fully WASC accredited through June, 2022. Students and families choose Wm. Finch for a variety of reasons: credit deficiency/recovery, physical health needs, social, emotional or mental health needs, as well as academic and social needs, among other factors. The current end of year ADA was 78.9.

Glenn County demographics: High School Grads--72.5% of population, Holders of Bachelor’s Degrees---12.7% of population, Persons in poverty---16.7% of population, White alone, not Hispanic or Latino--- 51.5% of population, Hispanic or Latino---41.7% of population

Wm. Finch current demographics: high school graduates in 2017 was 100%, Low income is 68%, English language learners is 8%, Homeless is 3%, Hispanic or Latino is 52%, White alone that is not Hispanic or Latino is 39%, American Indian is 5%, African American is 2%, Lao is 1% and Chinese is 1%.

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

Wm. Finch will continue to make college readiness and career tech education a high priority.

**Goal 1:** Continue to seek parental involvement.
Survey responses have shown that stakeholders are satisfied with the current level of academic focus and success at present.

**Goal 2:** Teachers at Wm Finch continue to be Highly Qualified under the new ESSA plan.
Goal 3: Statewide and local assessments, as well as individual student need, will continue to drive our instruction.

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

Greatest Progress
Wm. Finch is developing a CTE career pathway in Arts, Media and Entertainment. Students can choose from over 30 UC a-g courses; from classroom instruction, to science labs, to online courses. High school students in good standing may also be concurrently enrolled in Butte College courses at any of their three campuses. Students continue to compete at local and state levels in Speech, Legi-School essays/photography, Academic Decathlon, Writer's Showcase, STEM Fair, art showings, etc.

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

Greatest Needs
There are currently no statewide "Dashboard" performance indicators (Red or Orange) for alternative education schools like Wm. Finch Charter School. However, reading fluency and mathematical numeracy continue to always be first and foremost within all students' individualized learning plans.

Based on last year's CAASPP results, Wm. Finch math scores overall was the agreed area that needed additional focus and interventions in order to get them in alignment with the ELA scores. Math scores were generally in the "2" range, "Standard Nearly Met", whereas the ELA scores were generally in the "3" range, "Standard Met".

Another need is to adopt a new CCSS ELA as well as CCSS History/Social Studies program. All subgroups need, and will benefit from, the new CCSS curriculum and instruction.

Wm. Finch will continue to require a Transition Room supervisor in the computer lab, as this position oversees some of the on-campus UC a-g courses, and all Wm. Finch online coursework. Students can do their independent study in the supervised computer lab, which also alleviates the school from incurring the costs of hiring substitute teachers when a classroom instructor needs to be out of the classroom. This Transition Room supervisor also serves as a one on one tutor for any and all EL, LI, and FY students.
Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**Performance Gaps**

There are no current statewide indicators for alternative education, such as Wm. Finch Charter School. However, we believe one of our greatest focus areas remains language acquisition and the re-designation of English language learners, which, in turn, will help them with core ELA and math foundational skills.

We continue to serve a large special education population due to our individualized learning plans, thereby we remain strong in serving the needs of this specific educational group based on their individualized and/or specific learning disabilities.

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

**Increased or Improved services**

All students (LI, EL and FY) are offered and served by means of blended instruction; class instruction, independent study, as well as online/distance learning. Wm. Finch has a full time instructional aide to reach out and tutor students one on one individually from all subgroups. Wm. Finch promotes concurrent enrollment at the local community college and university level, thus truly preparing them, pertaining to college readiness criteria. Wm. Finch provides complete access to online educational resources 8 hours every school day via 20 desktop computers, 20 laptops, 20 Chromebooks and assorted iPads. Wm. Finch is developing and refining a CTE Arts, Media and Entertainment Pathway providing an additional career component enabling more students to post graduation success.

**Budget Summary**

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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total General Fund Budget Expenditures For LCAP Year</td>
<td>$1,169,601.00</td>
</tr>
<tr>
<td>Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year</td>
<td>$109,150.00</td>
</tr>
</tbody>
</table>

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

1. General salaries and benefits for teachers and administrator $706,111
2. Classified salary and benefits $113,585
3. Books and supplies $77,397
4. Services and other operating costs $167,656
5. Indirect costs $104,852
<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Projected LCFF Revenues for LCAP Year</td>
<td>$760,250</td>
</tr>
</tbody>
</table>
Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Wm. Finch Charter School will increase parent involvement, leading to highly engaged students at all grade levels in a healthy and safe environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</td>
<td></td>
<td>1.1 Approximately 20% of the parents actually attended the independent study meetings. Over 80 people attended the Open House/Spring Fling, but that only represented about 25% of the enrolled students' families.</td>
</tr>
<tr>
<td>17-18 1.1 Growth in family partnerships and parent involvement as measured by number of volunteers and attendance at school sponsored events.</td>
<td></td>
<td>The monthly newsletter mailer, school website and Facebook page were continued as suggested.</td>
</tr>
<tr>
<td>Baseline Newsletter communication with parents every month, website updated monthly, Facebook page updated weekly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
<td></td>
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<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1.2 Increase attendance to 97% as measured by AERIES reports, in      | 1.2 Actual attendance for the first 9 school attendance months is 90.0%.
| connection with SST and SARB meetings.                                  | Aeries monthly attendance was verified and followed up with SST or SARB |
| **Baseline**                                                            |   meetings as needed.                                                   |
| Attendance is monitored and assessed every month for 90% minimum        |                                                                         |
| attendance on Aeries.                                                   |                                                                         |
| **Metric/Indicator**                                                    |                                                                         |
| Priority 6: Local Indicator/Local tool for school climate               |                                                                         |
| **17-18**                                                               |                                                                         |
| 1.3 School-wide positive behavior supports with the implementation of | 1.3 Actual this year was 3 referrals.                                   |
| “Why Try?” program as measured by number of discipline referrals. Last  |                                                                         |
| year: 6 referrals, this year: 2 referrals.                             |                                                                         |
| 1.4 Social-Emotional skills and Mental Health services as measured by  | 1.4 This year the counselor data showed a slight drop in the number of |
| number of appointments with counselor. Counselor data showed an         | students seen, about 75% of 7th-12th graders had one or more visits     |
| increase of 85% of the number of students receiving counseling services | with the counselor.                                                    |
| this year over last year.                                               |                                                                         |
| **Baseline**                                                            |                                                                         |
| Students can suggest or address issues anonymously on the school website |                                                                         |
| or Facebook page, 24 hours/day. Students can meet with counselor       |                                                                         |
| minimum of every other week.                                            |                                                                         |
| **Metric/Indicator**                                                    |                                                                         |
| Priority 5: State Indicator/Student Engagement/High School Graduation   |                                                                         |
| Rate Indicator                                                          |                                                                         |
| **17-18**                                                               |                                                                         |
| Parents are notified twice annually and enlisted for their help and    | Parents of seniors received letters in the mail October, 2017 and      |
| support when a student is not on track to graduate on time. Last       | January, 2018 regarding their student and their relativity to graduate  |
| year’s graduation rate was 98%.                                         | on time, as well as to contact their master teacher immediately for     |
|                                                                         | guidance and credit completion updates.                                 |
Expected

**Baseline**
High school students will graduate with a diploma in 4 years.

**Metric/Indicator**
Priority 5: Local Metric/Student Engagement/High school dropout rate

**17-18**
Drop out rate: last year no dropouts, this year there is 4 who will probably enroll at Success 1! in the fall.

**Baseline**
Students may stay enrolled at Wm. Finch for a fifth year in order to graduate, or once they are 18, they may enroll at Success 1! Charter to obtain their high school diploma.

**Actual**

Students are still expected to graduate with their cohorts in 4 years. Due to a very small senior class, at this point, it appears the graduation rate may be 60-70% for 2018.

There are currently 7 seniors and 5 are on track to graduate.

Any students who are 18 may and should enroll at Success 1! to meet their specialized credit requirements.

**Metric/Indicator**
Priority 5: Local Metric/Student Engagement/School attendance rates

**17-18**
Attendance for 2016-17 was 97.2%.

**Baseline**
Using Aeries data, attendance is monitored monthly to remain 90% or better.

**Actual**

At the end of attendance month 8, the average attendance is 92.66%.

Wm. Finch enrolled 10 new students in the month of March. ADA at P2 attendance was 78.9.

The Aeries student data and attendance information is monitored monthly.

**Metric/Indicator**
Priority 6: State Indicator/Student Suspension Indicator

**17-18**
No suspension goal
**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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan:</strong> Attract more students and their families who are interested in our alternative educational program, rather than the local traditional mainstream schools. Continue to develop ways that parents can be more actively involved in their students’ education and input into school activities.</td>
<td>1.1 Wm. Finch enrollment started at 58 students in August and ended the year at 95 students. Most parents sought out our program second semester seeking a safer learning environment where they felt they had more control over their child’s education and well-being.</td>
<td>1.1 Back to School Night &amp; Open House (with food) Field trips (S.F. ballet, Mt. Lassen, UC Berkeley, CSU Chico events, etc.) 4000-4999: Books And Supplies Lottery $2,000</td>
<td>1.1 Family events, CSU Chico live performances, hikes, and field trips. 4000-4999: Books And Supplies Lottery $1800</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Use of the daily attendance programs Aeries and Engrade.</td>
<td>1.2 Aeries and Engrade were used daily in every class period, as well as for overall daily</td>
<td>1.2 Aeries software/maintenance 5000-5999: Services And Other</td>
<td></td>
</tr>
</tbody>
</table>
Problem cases followed up with SST and/or SARB meetings.

independent study attendance/credit. There were 7 follow up SST meetings and 12 SARB meetings.

5999: Services And Other Operating Expenditures Base $3,000

Operating Expenditures Base $2,250

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Continued implementation of the &quot;Why Try?&quot; program in the 9th grade Study Skills course, as well as an improved school discipline referral system.</td>
<td>1.3 The &quot;Why Try?&quot; skill sets were presented in conjunction with the 9th grade Life/Study Skills course. There were only 3 discipline referrals this year warranting no further action.</td>
<td>1.3 &quot;Why Try?&quot;, annual renewal. Possible PBIS interventions if warranted. 5000-5999: Services And Other Operating Expenditures Supplemental $150</td>
<td>No additional interventions were warranted this year. 5000-5999: Services And Other Operating Expenditures Supplemental $0</td>
</tr>
</tbody>
</table>

**Action 4**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 All students K-12 have access to 1:1 help from their teacher of record, the Transition Room instructional aide, and our Tier 1 mental health counselor.</td>
<td>1.4 Every student at Wm. Finch has access to one to one tutoring help from their master teacher, classroom teacher and Transition Room instructional aide. The Tier 1 mental health &amp; academic counselor was available every Thursday this school year, rather than every other Thursday as in years past.</td>
<td>1.4 Part-time academic and mental health counselor 1000-1999: Certificated Personnel Salaries Title I $9,800</td>
<td>1.4 Part-time academic and mental health counselor went from one day every other week to one day every week. 1000-1999: Certificated Personnel Salaries Title I $10,000</td>
</tr>
<tr>
<td>1.4 Transition Room/Computer Lab 1:1 instructional aide 2000-2999: Classified Personnel Salaries Supplemental $27,000</td>
<td>1.4 Transition Room/Computer Lab 1:1 instructional aide 2000-2999: Classified Personnel Salaries Supplemental $41,965</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 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.

We continue to keep parents informed and involved in their students' educational successes. Surveys and regular student use, show that Wm. Finch needs to keep the additional student services of the part-time counselor and 1:1 instructional aide in the Transition Room to meet the students' needs beyond the support of the parents/guardians.

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

Students who do not receive enough parental support in the Wm, Finch independent study program, benefit enormously from the weekly academic guidance of the counselor and the daily educational support of the 1:1 instructional aide in the Transition Room/computer lab.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Wm. Finch behavioral issues were less than anticipated this year, warranting no reason to purchase higher level plans. The Transition Room supervisor/instructional aide began participating and using the health and welfare benefits cap new this 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.

No changes anticipated with this goal.
Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 2

Wm. Finch Charter School will provide high quality instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities</th>
</tr>
</thead>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Local Indicator/Teacher credential</td>
<td>17-18 Continue to monitor HQT status of all teachers.</td>
<td>The Wm. Finch Registrar and Title 1 Data Analyst monitors Aeries information and reports to Calpads for appropriately assigned teachers.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Use of Aeries to maintain all teachers are HQT (Highly Qualified Teachers) and appropriately assigned.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</td>
<td></td>
<td>A new mid-year hire of a part-time CTE instructor, made possible by the CTEIG grant, maintains our HQT status of all teachers.</td>
</tr>
</tbody>
</table>
### Expected

**17-18**  
Staff will attend professional development on CCSS and extend training to the parents to incorporate the CCSS in their home studies.  
**Baseline**  
All staff have attended multiple trainings on CCSS.

### Actual

Staff has attended trainings and workshops on: math, NGSS, the new History/Social Sciences CCSS framework and a few have even been trained on next year's ELPAC assessment for EL students.

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Priority 8: State Indicator/College/Career Indicator (HS only)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>17-18</strong></td>
<td>Continue UC a-g courses and to be involved with the Carl Perkins Five High School Consortium to develop more Career Tech courses and certifications.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Maintain 30+ UC a-g courses, and continue building Arts, Media &amp; Entertainment CTE Pathways.</td>
</tr>
</tbody>
</table>

There are currently 37 UC a-g courses available at Wm. Finch every academic school year, plus as summer school for credit recovery students.

Wm. Finch CTE students also have connections to local and regional advisory board meetings regarding the Art, Media and Entertainment Career Pathway to obtain industry certifications. Our online program, Odysseyware, has 16 different CTE Pathway sector courses as well.

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Priority 1: Local Indicator/ Instructional materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>17-18</strong></td>
<td>Any new and continuing instructional curriculum and materials will be board approved. All materials will be sufficient to be covered under the quarterly Williams Act.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Sufficient instructional materials will be available for all classes, evidenced in Williams Act board resolution</td>
</tr>
</tbody>
</table>

New CCSS vocabulary and comprehension workbooks were GCOE Board approved in February 2018.

There were zero Williams Act violations at each of the quarterly report windows.
<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority 1: Local Indicator/ Facilities in good repair</strong></td>
<td><strong>17-18</strong> Continued use of FIT Evaluation by maintenance and facilities team.</td>
<td>Shane Anderson, the GCOE Construction/ Facilities Supervisor, utilizes the FIT Evaluation form.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Facilities Inspection Tool (FIT) Evaluation will indicate all facilities in good to satisfactory repair.</td>
<td>The Wm. Finch building was deemed in better than satisfactory repair and passed the inspection for the future roof mounted solar panels.</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>Priority 2: Local Indicator/Implementation of State Standards/ELD</strong></td>
<td>Aeries and Calpad data collection programs show that all staff at Wm. Finch are either CLAD or SDAIE trained and certified.</td>
</tr>
<tr>
<td></td>
<td><strong>17-18</strong> The school will ensure that all teachers are CLAD-certified and trained in SDAIE methodology.</td>
<td>All ELD students are assessed and made known to staff members for further interventions. All ELD students are able to receive one to one tutoring from their supervising master teacher, subject matter instructors and the Transition Room supervisor/instructional aide.</td>
</tr>
<tr>
<td></td>
<td><strong>Baseline</strong></td>
<td>ELD instruction will be provided to all identified ELD students.</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)</strong></td>
<td>DIBELS reading fluency assessments were performed three times this academic school school year.</td>
</tr>
<tr>
<td></td>
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<td><strong>DIBELS reading fluency assessments were performed three times this academic school school year.</strong></td>
</tr>
</tbody>
</table>
**Expected**

*17-18*

DIBELS reading fluency assessment will be done every trimester. Students will demonstrate a 90%, or above, grade level proficiency rate by the third trimester.

**Baseline**

Reading fluency will be at grade level according to the DIBELS assessment system

**Metric/Indicator**

Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)

*17-18*

Students 70% of students will perform in the 3-4 range on the CAASPP assessments. (3-Nearly at Standard or 4-Standard Met)

**Baseline**

Students will take the Fall Interim CAASPP assessment and the Spring Final assessment.

**Actual**

79% of the students were reading at grade level. 100% of the students made improvements at each trimester.

Wm. Finch met the CAASPP participation threshold requirement, but the final scores have not been completed and returned fro the state yet; we will most likely receive the results during the summer.

Students met the participation requirement for both the Fall Interim assessments and final Spring assessments.

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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.

<table>
<thead>
<tr>
<th>Action 1</th>
<th>Planned Actions/Services</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Maintain highly qualified teachers who are competent within the CCSS parameters through</td>
<td>All teachers have met the current ESSA qualifications.</td>
<td>2.1 CalPads Coordinator for data collection and state mandates 5700-5799: Transfers Of Direct Costs Base $9,100</td>
<td>2.1 CalPads Coordinator for data collection and state mandates 5700-5799: Transfers Of Direct Costs Base $9,100</td>
</tr>
<tr>
<td></td>
<td>CalPads, etc.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Action 2**

<table>
<thead>
<tr>
<th>Planned</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
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</thead>
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### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3 Staff will continue to be involved with the State Charter School and Independent Study consortia.</td>
<td>2.3 Leadership attended the State Charter School Conference (CCSA) and 3 staff members attended the State Independent Study Conference (CCIS).</td>
<td>2.3 Membership &amp; conferences for CCSA and CCIS 5000-5999: Services And Other Operating Expenditures Supplemental $6,000</td>
<td>2.3 Memberships and conferences 5000-5999: Services And Other Operating Expenditures Title II $6,500</td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4 Continue to submit Odysseyware courses that are CCSS and already a-g approved to the UC system on behalf of our school. Curriculum will be aligned into better CTE pathways for certifications.</td>
<td>2.4 Currently there are 37 UC a-g approved courses at Wm. Finch. CTE Pathway development remains in progress.</td>
<td>2.4 CTE Pathway for Art, Media and Entertainment 1000-1999: Certificated Personnel Salaries California Career Pathways Trust $6,000</td>
<td>2.4 CTE Pathway for AME 1000-1999: Certificated Personnel Salaries California Career Pathways Trust $6,000</td>
</tr>
</tbody>
</table>
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.

Regular monitoring of attendance helps to keep Wm. Finch at least 20% higher than the state independent study average. All staff is highly qualified and continuously attends professional development to maintain all levels of competence and compliance, leading to greater student engagement.

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

Greater student engagement directly corresponds to greater educational success now and in the future.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Professional development provided by GCOE Student Services came at no additional cost, thereby a savings of $1200 or more.

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

No changes to goals, outcomes, actions or services at this time.
Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 3

Wm. Finch students will receive high quality instruction and curriculum to promote increased college and career readiness.

State and/or Local Priorities addressed by this goal:

| State Priorities:       | Priority 4: Pupil Achievement (Pupil Outcomes)  |
|                        | Priority 7: Course Access (Conditions of Learning) |
| Local Priorities:      |                                                |

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates 17-18</td>
<td>Attendance at Professional Development activities by teachers.</td>
<td>Certificated and Classified staff attended multiple professional development opportunities to remain subject matter competent and legally compliant.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All teachers attend CCSS professional development annually and use CCSS curriculum to guide their instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong> Analyze CAASPP, EAP and other assessments, results for proficient and above.</td>
<td>Teachers continued to regularly monitor both the annual CAASPP Interim and Spring assessments, as well as EAP, DIBELS, and local assessments.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong> Minimum statewide assessments are given annually</td>
<td>Coursework and interventions were then individualized based on these results.</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong> Priority 4: State Indicator/Academic Indicator/Reclassification rates <strong>17-18</strong> Increase EL Reclassification rate</td>
<td>Wm. Finch Charter School currently has 8 EL students, but 2 are non-verbal special education students.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong> EL students will pass CELDT or other EL classification assessment.</td>
<td>Three students were re-classified last year, and this year there are no reclassification candidates at this time.</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong> Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results <strong>17-18</strong> Credit recovery via Odysseyware</td>
<td>Credit recovery is available all year long as well as in a summer school session via books, in class or online through Odysseyware.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong> All high school students are offered Odysseyware courses to achieve credit recovery if needed.</td>
<td>Summer school is only for high school students requiring credit recovery.</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong> Priority 7: Local Metric/A broad course of study <strong>17-18</strong> 91% of high school students take at least one Odysseyware course, besides their classroom instruction, for a broader range of course work.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Expected

**Baseline**

Students will complete a broad course of study, including CCSS, fine arts, electives, UC a-g courses, and CTE courses.

### Actual

All students 3rd through 12th grade may choose from hundreds of Odysseyware courses for credit recovery or for self enrichment.

### Metric/Indicator

**Priority 4:** State Indicator/Academic Indicator/Grades 3-8 mathematics

**SBAC results**

**17-18**

70% of students will score in the 3-4 levels (Nearly at Standard and Standard Met).

**Baseline**

Students in grades 3-8 will take the Fall Interim and Spring CAASPP Assessments.

**Actual**

Spring testing results have not been returned as of yet.

Testing participation rates were met.

### Metric/Indicator

**Priority 4:** State Indicator/Academic Indicator/English Language Progress Indicator

**17-18**

At least 25% of ELD students will be reclassified as Fluent English Proficient according to the CELDT (or ELPAC) assessment.

**Baseline**

All identified ELD students will take the required annual CELDT test.

**Actual**

There were no reclassification candidates this year.

All students who met the baseline criteria were tested with the annual CELDT test. Students will take the new ELPAC assessment next year.

### Metric/Indicator

**Priority 4:** State Indicator/College and Career Indicator/EAP-11th Grade

**SBAC results**
<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>17-18</strong></td>
<td>At least 25% of high school juniors will test as college ready on the CAASPP CSU EAP results.</td>
<td>Only 16% of last year's 11th grade class tested college ready on the EAP portion of the Spring assessments.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>All 11th grade students will complete the CAASPP/SBAC to receive EAP results.</td>
<td>Students shared that more than 80% of them completed the EAP portion of the assessment.</td>
</tr>
</tbody>
</table>

**Metric/Indicator**  
Priority 4: State Indicator/College and Career Indicator/Career pathway completion  

**17-18**  
At least 20% of graduating students will complete a CTE course of study.  

**Baseline**  
Students will have available Arts, Media and Entertainment CTE Pathway courses.  

As this is a very new course of study at Wm. Finch, only 12% of the graduating seniors participated and completed the CTE course of study.  

The Arts, Media and Entertainment CTE Pathway is still in development with hopeful completion in May of 2019.  

**Metric/Indicator**  
Priority 4: State Indicator/College and Career Indicator/Dual enrollment completion rate  

**17-18**  
At least 10% of graduating seniors will have completed a concurrently enrolled Butte College course between grades 9-12.  

**Baseline**  
Concurrent enrollment with Butte College is available year round.  

This year's senior class was very small, with only 15% having taken at least one Butte College class while concurrently enrolled in grades 9-12.  

Juniors and Seniors were walked over to the Butte College Glenn Center to take assessment tests in both math and language arts.  

**Metric/Indicator**  
Priority 7: State Indicator/College/ Career Indicator (HS only)  

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Page 20 of 72
17-18
At least 70% of 11th and 12th grade students will complete early placement exams and/or Reg-to-Go for Butte College.

Baseline
11th and 12th grade students participate in Reg-to-Go and early placement exams for Butte College.

Expected
At this time, 50% of the 11th and 12th grade students attended the Reg-to-Go or placement exams.

Actual
The few students who attended felt it was an incredibly important investment of the time, lending to greater potential college success.

Metric/Indicator
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils

17-18
All unduplicated pupils have daily access to one on one tutoring services, internet computer availability and bi-weekly counseling services.

Baseline
EL, FY and LI students will have access to one on one tutoring in all subjects in the Transition Room/computer lab daily. Academic and mental health counseling available bi-weekly.

Expected
Every student at Wm. Finch Charter School has daily access to one to one tutoring, computer internet and printing availability and new this year, weekly academic & mental health counseling, instead of only every other week.

Actual
All enrolled students have daily access to the above services.

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Teacher attendance of 90% or better at ELD and other professional development opportunities.</td>
<td>3.1 Both teachers and classified staff attended one or more ELD or other professional development training/workshop.</td>
<td>3.1 Professional development this year: CCSS, CAASPP, CCIS, CCSA, ELD, math, CPR, Health &amp; Campus Safety, etc. SEE GOAL 2, ACTION 3</td>
<td>3.1 Professional development this year: CCSS, CAASPP, CCIS, CCSA, ELD, math, CPR, Health &amp; Campus Safety, etc. SEE GOAL 2, ACTION 3</td>
</tr>
</tbody>
</table>
### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Analyze and maintain accurate records regarding assessment results, for grade level literacy and proficiency.</td>
<td>3.2 The Title 1 Data Analyst regularly monitors and maintains accurate records regarding assessment results, for grade level literacy and proficiency.</td>
<td>3.2 Title 1 Data and Analysis Clerk 2000-2999: Classified Personnel Salaries Title I $23,400</td>
<td>3.2 Title 1 Data Analyst 2000-2999: Classified Personnel Salaries Title I $29,293</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 Maintain that all students have access to curriculum in the four core areas.</td>
<td>3.3 Several additional CCSS aligned workbooks were ordered for every grade level.</td>
<td>3.3 Books and curriculum for core subjects 4000-4999: Books And Supplies Base $500</td>
<td>3.3 Books and curriculum 4000-4999: Books And Supplies Lottery $1476</td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4 Re-evaluation of the EL reclassification, and increase reclassification by 2%.</td>
<td>3.4 No EL students were re-classified this year.</td>
<td>• 3.4 Use of existing staff, using the EL Re-designation plan-no cost</td>
<td>• 3.4 Use of existing staff, using the EL Re-designation plan-no cost</td>
</tr>
</tbody>
</table>

### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 All students and especially those in credit recovery, remain enrolled in Odysseyware courses</td>
<td>3.5 Students from 3rd to 12th grade take advantage of the multitude of courses offered on Odysseyware.</td>
<td>3.5 Teacher to monitor Odysseyware during summer 1000-1999: Certificated Personnel Salaries Title I $4,000</td>
<td>3.5 Teacher/s to monitor OW for summer school credit recovery 1000-1999: Certificated Personnel Salaries Title I $4,000</td>
</tr>
</tbody>
</table>
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.

Wm. Finch Charter School students continue to receive high quality education through the blended model of instruction: classroom, independent study and online/distance learning courses. This blended approach lends itself directly to college readiness skill sets. Our academic counselor and shared parking lot with Butte College makes for easy college access as well. High school students also have the opportunity to participate in the CTE Arts, Media and Entertainment Pathway for career and technology certifications.

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

Students leave Wm. Finch college ready because they were already attending college classes while concurrently enrolled at both schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional CCSS workbooks were purchased as more students enrolled in our program during the course of the school year.

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

No expected changes to this goal.
Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Wm. Finch Charter School currently operates under the governance and board policies of the Glenn County Office of Education. Our educational community was invited to attend a public meetings on:
August 7, 2017
October 26, 2017
December 14, 2017
February 15, 2018
April 19, 2018

All stakeholders were also invited to take a survey regarding our school: both on paper and online via an anonymous Google survey.

In January, 2017, the Wm. Finch community was provided an opportunity for input toward the development of the LCAP with an online survey that was posted on the school’s website, as well as a standard paper and pencil survey. Faculty and staff provided input and suggestions to the goals at our staff meetings held on:
August 16, 2017
September 6, 2017
September 20, 2017
October 4, 2017
October 18, 2017
November 15, 2017
November 29, 2017
December 13, 2017
January 10, 2018
February 14, 2018
February 28, 2018
March 28, 2018
April 27, 2018
May 2, 2018
Some of these goals were included in the School-wide Action Plan that are, in part, also a portion of the Wm. Finch WASC Action Plan.

Qualitative and quantitative data was used by Wm. Finch Charter School to inform the LCAP goal setting process. On June 1, 2018 the plan will be presented, and likely approved by the Wm. Finch School Site Council.

Quantitative:
SARC Report 2018 (School Accountability Report Card)
2016 WASC (Western Association of Schools and Colleges) Report

Qualitative:
SARC Report
WASC Report

2017-18 REVIEW:
Our survey approach to our stakeholders was generally conducted the same as last year and offered to all sub-groups: Low Income (LI), English Language Learners (EL) and Foster Youth (FY).
Our School Site Council is made up of staff, students, parents and a Board of Education liaison.
School information and updates were shared at the School Site Council meetings held on:
August 7, 2017
October 26, 2017
December 14, 2017
February 15, 2018
April 19, 2018

Updated student progress and achievement was shared monthly at the Glenn County Board of Education meetings:
August 16, 2017
September 20, 2017
October 18, 2017
November 15, 2017
December 20, 2017
January 17, 2018
February 21, 2018
March 21, 2018
April 18, 2018
May 9, 2018
Wm. Finch Charter School currently has 95 students. Low Income is 63% Special Education is 9% English Learners is 4% Homeless is 2% Foster Youth is currently 1 student. Probation students is 2 students. Representatives from all subgroups were invited to participate in the school-wide survey.

Impact on LCAP and Annual Update

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

Information gained at the Glenn County Office of Education LCAP trainings was conveyed to the school stakeholders: School Site Council, parents, students and staff, was used in creating this LCAP.

The School Site Council discussed at multiple meetings the basic requirements of this LCAP in regards to the alternative education model that is Wm. Finch Charter School. The School Site Council was made aware of the eight state priority areas, which led to the formulation of this plan, which included their concerns that there should be:

1. a full time Transition Room/Computer lab instructional aide
2. a part-time academic and mental health counselor to address positive healthy behaviors in alternative settings
3. development of career-technical education pathways

Surveys in written format and on the school website, offered to all stakeholders, provided the feedback related to the data that was provided from the SARC report, WASC Report, Single Plan for Achievement, etc. The results of the survey showed that the school schedule and academic offerings will be modified to meet the needs of more students.

Based on the results gleaned from the surveys, stakeholders want to:

1. maintain the full time Transition Room/Computer Lab instructional aide
2. maintain the part-time Tier 1 mental health counselor
3. maintain some classroom instruction of a-g course requirements for college bound students
4. offer a basic track for students only seeking a high school diploma

2015-16 REVIEW - IMPACT on LCAP:
Input from our stakeholders and the WASC committee indicated the school would benefit from focus on the following areas:
The rise in Low Income students proved the even greater need to maintain the Transition Room/Computer Lab aide for instructional support and technological assistance since more than 10% of our students do not have access to computers, printers, or the internet at their homes.

These students also bring with them a significant need for mental health counseling, thereby justification for maintaining our part-time counselor.

The implementation of a broad and rigorous set of courses using Common Core State Standards, including a-g courses via classroom or Odysseyware on-line courses.

This input was central to the drafting and revision of the final LCAP plan.
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)

<table>
<thead>
<tr>
<th>Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wm. Finch Charter School will increase parent involvement, leading to highly engaged students at all grade levels in a healthy and safe environment.</td>
</tr>
</tbody>
</table>

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:
1.1 Students need a partnership with school and parents who are included in the decision-making and actual delivery of appropriate Common Core State Standards instruction.

1.2 The need for increased Pupil Engagement by increased attendance rates.

1.3 Continued to monitor and improve School Climate for behavioral/safety concerns.

1.4 Continue or increase academic and Tier 1 mental health counseling and supports services.
<table>
<thead>
<tr>
<th>Priority</th>
<th>Indicator/Parent Involvement/Local Evaluation Tool</th>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</td>
<td>Newsletter communication with parents every month, website updated monthly, Facebook page updated weekly</td>
<td>1.1 Growth in family partnerships and parent involvement as measured by number of volunteers and attendance at school sponsored events.</td>
<td>1.1 Growth in family partnerships and parent involvement as measured by number of volunteers and attendance at school sponsored events.</td>
<td>1.1 Growth in family partnerships and parent involvement as measured by number of volunteers and attendance at school sponsored events.</td>
<td>1.1 Growth in family partnerships and parent involvement as measured by number of volunteers and attendance at school sponsored events.</td>
<td></td>
</tr>
<tr>
<td>Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</td>
<td>Attendance is monitored and assessed every month for 90% minimum attendance on Aeries.</td>
<td>1.2 Increase attendance to 97% as measured by AERIES reports, in connection with SST and SARB meetings.</td>
<td>1.2 Increase attendance to 97% as measured by AERIES reports, in connection with SST and SARB meetings.</td>
<td>1.2 Increase attendance to 97% as measured by AERIES reports, in connection with SST and SARB meetings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priority 6: Local Indicator/Local tool for school climate</td>
<td>Students can suggest or address issues anonymously on the school website or Facebook page, 24 hours/day. Students can meet with counselor minimum of every other week.</td>
<td>1.3 School-wide positive behavior supports with the implementation of “Why Try?” program as measured by number of discipline referrals. Last year: 6 referrals, this year: 2 referrals.</td>
<td>1.3 School-wide positive behavior supports with the implementation of “Why Try?” program as measured by number of discipline referrals.</td>
<td>1.3 School-wide positive behavior supports with the implementation of “Why Try?” program as measured by number of discipline referrals.</td>
<td>1.3 School-wide positive behavior supports with the implementation of “Why Try?” program as measured by number of discipline referrals.</td>
<td></td>
</tr>
</tbody>
</table>

1.3 School-wide positive behavior supports with the implementation of “Why Try?” program as measured by number of discipline referrals.

1.4 Social-Emotional skills and Mental Health services as measured by number of appointments with counselor.

1.4 Social-Emotional skills and Mental Health services as measured by number of appointments with counselor.
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</strong></td>
<td>High school students will graduate with a diploma in 4 years.</td>
<td>Parents are notified twice annually and enlisted for their help and support when a student is not on track to graduate on time. Last year's graduation rate was 91%, this year was 98%.</td>
<td>Parents are notified twice annually and enlisted for their help and support when a student is not on track to graduate on time. Last year's graduation rate was 91%, this year was 98%.</td>
<td>Parents are notified twice annually and enlisted for their help and support when a student is not on track to graduate on time. Last year's graduation rate was 91%, this year was 98%.</td>
</tr>
<tr>
<td><strong>Priority 5: Local Metric/Student Engagement/High school dropout rate</strong></td>
<td>Students may stay enrolled at Wm. Finch for a fifth year in order to graduate, or once they are 18, they may enroll at Success 1! Charter to obtain their high school diploma.</td>
<td>Drop out rate: last year 2 dropouts, this year there is 1 who will probably enroll at Success 1! in the fall.</td>
<td>Maintain drop out rate under 5%.</td>
<td>Maintain drop out rate under 5%.</td>
</tr>
<tr>
<td><strong>Priority 5: Local Metric/Student Engagement/School attendance rates</strong></td>
<td>Using Aeries data, attendance is monitored monthly to remain 90% or better.</td>
<td>Attendance for 2017-18 was 90.0%.</td>
<td>Maintain attendance goal of 95% or better.</td>
<td>Maintain attendance goal of 95% or better.</td>
</tr>
<tr>
<td><strong>Priority 6: State Indicator/Student Suspension Indicator</strong></td>
<td>Independent study does not suspend students.</td>
<td>No suspension goal</td>
<td>No suspension goal</td>
<td>No suspension goal</td>
</tr>
<tr>
<td><strong>Priority 6: Local Metric/Expulsion rate</strong></td>
<td>If after multiple interventions, students who would normally be suspended or expelled</td>
<td>No expulsion rate</td>
<td>No expulsion rate</td>
<td>No expulsion rate</td>
</tr>
</tbody>
</table>
### 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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All [Add Students to be Served selection here]</td>
<td>All Schools [Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners [Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>All Schools [Add Location(s) selection here]</td>
</tr>
<tr>
<td>Foster Youth [Add Students to be Served selection here]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income [Add Students to be Served selection here]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Plan:
1.1 Attract more students and their families who are interested in our alternative educational program, rather than the local traditional mainstream schools. Continue to develop ways that parents can be more actively involved in their students' education and input into school activities.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
</tr>
</tbody>
</table>

### Action 2

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

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

- All Schools

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
### Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Use of the daily attendance programs Aeries and Engrade. Problem cases followed up with SST and/or SARB meetings.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Use of the daily attendance programs Aeries and Engrade. Problem cases followed up with SST and/or SARB meetings.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Use of the daily attendance programs Aeries and Engrade. Problem cases followed up with SST and/or SARB meetings.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Aeries software/maintenance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
- English Learners
- Foster Youth
- Low Income

### 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 Grade Spans: 9-12

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18
- Unchanged Action

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

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

2017-18 Actions/Services
1.3 Continued implementation of the "Why Try?" program in the 9th grade Study Skills course, as well as an improved school discipline referral system.

2018-19 Actions/Services
1.3 Continued implementation of the "Why Try?" program in the 9th grade Study Skills course, as well as an improved school discipline referral system.

2019-20 Actions/Services
1.3 Continued implementation of the "Why Try?" program in the 9th grade Study Skills course, as well as an improved school discipline referral system.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$150</td>
<td>$150</td>
<td>$150</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures 1.3 &quot;Why Try?&quot;, annual renewal. Possible PBIS interventions if warranted.</td>
<td>5000-5999: Services And Other Operating Expenditures 1.3 &quot;Why Try?&quot;, annual renewal. Possible PBIS interventions if warranted.</td>
<td>5000-5999: Services And Other Operating Expenditures 1.3 &quot;Why Try?&quot;, annual renewal. Possible PBIS interventions if warranted.</td>
</tr>
</tbody>
</table>

### 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)

<table>
<thead>
<tr>
<th>English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
</tr>
<tr>
<td>Low Income</td>
</tr>
</tbody>
</table>

#### 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)

|          |

#### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

| Unchanged Action |

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

| Unchanged Action |

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

| Unchanged Action |

#### 2017-18 Actions/Services

| 1.4 All students K-12 have access to 1:1 help from their teacher of record, the Transition Room instructional aide, and our Tier 1 mental health counselor. |

#### 2018-19 Actions/Services

| 1.4 All students K-12 have access to 1:1 help from their teacher of record, the Transition Room instructional aide, and our Tier 1 mental health counselor. |

#### 2019-20 Actions/Services

| 1.4 All students K-12 have access to 1:1 help from their teacher of record, the Transition Room instructional aide, and our Tier 1 mental health counselor. |

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$11,800</td>
<td>$12,800</td>
</tr>
<tr>
<td>Source</td>
<td>Title I</td>
<td>Title I</td>
<td>Title I</td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>$41,000</td>
<td>Supplemental</td>
<td>2000-2999: Classified Personnel Salaries 1.4 Transition Room//Computer Lab 1:1 instructional aide</td>
<td></td>
</tr>
<tr>
<td>$42,000</td>
<td>Supplemental</td>
<td>2000-2999: Classified Personnel Salaries 1.4 Transition Room//Computer Lab 1:1 instructional aide</td>
<td></td>
</tr>
<tr>
<td>$43,000</td>
<td>Supplemental</td>
<td>2000-2999: Classified Personnel Salaries 1.4 Transition Room//Computer Lab 1:1 instructional aide</td>
<td></td>
</tr>
</tbody>
</table>
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
Wm. Finch Charter School will provide high quality instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

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 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:
The need for:
*Highly qualified teachers.
*Professional development for implementation of Common Core State Standards
*Student access to CCSS aligned materials, including EL students
*Compliance within Charter and Independent Study regulations
*College and Career planning

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Local Indicator/Teacher credential</td>
<td>Use of Aeries to maintain all teachers are HQT (Highly Qualified)</td>
<td>Continue to monitor HQT status of all teachers.</td>
<td>Continue to monitor HQT status of all teachers.</td>
<td>Continue to monitor HQT status of all teachers.</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</td>
<td>Teachers) and appropriately assigned.</td>
<td>Staff will attend professional development on CCSS and extend training to the parents to incorporate the CCSS in their home studies.</td>
<td>Staff will attend professional development on CCSS and extend training to the parents to incorporate the CCSS in their home studies.</td>
<td>Staff will attend professional development on CCSS and extend training to the parents to incorporate the CCSS in their home studies.</td>
</tr>
<tr>
<td>Priority 8: State Indicator/College/Career Indicator (HS only)</td>
<td>Maintain 30+ UC a-g courses, and continue building Arts, Media &amp; Entertainment CTE Pathways.</td>
<td>Continue UC a-g courses and to be involved with the Carl Perkins Five High School Consortium to develop more Career Tech courses and certifications.</td>
<td>Continue UC a-g courses and to be involved with the Carl Perkins Five High School Consortium to develop more Career Tech courses and certifications.</td>
<td>Continue UC a-g courses and to be involved with the Carl Perkins Five High School Consortium to develop more Career Tech courses and certifications.</td>
</tr>
<tr>
<td>Priority 1: Local Indicator/ Instructional materials</td>
<td>Sufficient instructional materials will be available for all classes, evidenced in Williams Act board resolution</td>
<td>Any new and continuing instructional curriculum and materials will be board approved. All materials will be sufficient to be covered under the quarterly Williams Act.</td>
<td>Any new and continuing instructional curriculum and materials will be board approved. All materials will be sufficient to be covered under the quarterly Williams Act.</td>
<td>Any new and continuing instructional curriculum and materials will be board approved. All materials will be sufficient to be covered under the quarterly Williams Act.</td>
</tr>
<tr>
<td>Priority 1: Local Indicator/ Facilities in good repair</td>
<td>Facilities Inspection Tool (FIT) Evaluation will indicate all facilities in good to satisfactory repair.</td>
<td>Continued use of FIT Evaluation by maintenance and facilities team.</td>
<td>Continued use of FIT Evaluation by maintenance and facilities team.</td>
<td>Continued use of FIT Evaluation by maintenance and facilities team.</td>
</tr>
<tr>
<td>Priority 2: Local Indicator/Implementation of State Standards/ELD</td>
<td>ELD instruction will be provided to all identified ELD students.</td>
<td>The school will ensure that all teachers are CLAD-</td>
<td>The school will ensure that all teachers are CLAD-</td>
<td>The school will ensure that all teachers are CLAD-</td>
</tr>
</tbody>
</table>
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)

Students will take the Fall Interim CAASPP assessment and the Spring Final assessment.

Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)

Students 70% of students will perform in the 3-4 range on the CAASPP assessments. (3-Nearly at Standard or 4-Standard Met)

Students 75% of students will perform in the 3-4 range on the CAASPP assessments. (3-Nearly at Standard or 4-Standard Met)

Students 80% of students will perform in the 3-4 range on the CAASPP assessments. (3-Nearly at Standard or 4-Standard Met)

Planned Actions / Services

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

**Action 1**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

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

| All Schools |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

#### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Action</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Maintain highly qualified teachers who are competent within the CCSS parameters through CalPads, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$9,100</td>
<td>Base</td>
<td>5700-5799: Transfers Of Direct Costs 2.1 CalPads Coordinator for data collection and state mandates</td>
</tr>
<tr>
<td>2018-19</td>
<td>$9,100</td>
<td>Base</td>
<td>5700-5799: Transfers Of Direct Costs 2.1 CalPads Coordinator for data collection and state mandates</td>
</tr>
<tr>
<td>2019-20</td>
<td>$9,100</td>
<td>Base</td>
<td>5700-5799: Transfers Of Direct Costs 2.1 CalPads Coordinator for data collection and state mandate</td>
</tr>
</tbody>
</table>

#### Action 2
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here] [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
- English Learners
- Foster Youth
- Low Income
  ![Add Students to be Served selection here]

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
- Schoolwide
  ![Add Scope of Services selection here]

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- All Schools
  ![Add Location(s) selection here]

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18
- Unchanged Action

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

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

#### 2017-18 Actions/Services
2.2 Multiple members of the staff attended assorted professional development regarding CCSS and Title III/ELD Standards.

#### 2018-19 Actions/Services
2.2 Multiple members of the staff attended assorted professional development regarding CCSS and Title III/ELD Standards.

#### 2019-20 Actions/Services
2.2 Multiple members of the staff attended assorted professional development regarding CCSS and Title III/ELD Standards.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$1,200</td>
<td>Supplemental</td>
<td>5000-5999: Services And Other Operating Expenditures 2.2 Professional development for CCSS (WASC recommended/Action Plan)</td>
</tr>
<tr>
<td>2018-19</td>
<td>$1,200</td>
<td>Supplemental</td>
<td>5000-5999: Services And Other Operating Expenditures 2.2 Professional development for CCSS (WASC recommended/Action Plan)</td>
</tr>
<tr>
<td>2019-20</td>
<td>$1,200</td>
<td>Supplemental</td>
<td>5000-5999: Services And Other Operating Expenditures 2.2 Professional development for CCSS (WASC recommended/Action Plan)</td>
</tr>
</tbody>
</table>

### 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)

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

#### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

2.3 Staff will continue to be involved with the State Charter School and Independent Study consortia.

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$6,000</td>
<td>$6,000</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures 2.3 Membership &amp; conferences for CCSA and CCIS</td>
<td>5000-5999: Services And Other Operating Expenditures 2.3 Membership &amp; conferences for CCSA and CCIS</td>
<td>5000-5999: Services And Other Operating Expenditures 2.3 Membership &amp; conferences for CCSA and CCIS</td>
</tr>
</tbody>
</table>

#### 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)

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

- **Students to be Served:**
  - [Add Students to be Served selection here]

- **Scope of Services:**
  - [Add Scope of Services selection here]

- **Location(s):**
  - [Add Location(s) selection here]

**Actions/Services**

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

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

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

**2017-18 Actions/Services**

- 2.4 Continue to submit Odysseyware courses that are CCSS and already a-g approved to the UC system on behalf of our school.
  - Curriculum will be aligned into better CTE pathways for certifications.

**2018-19 Actions/Services**

- 2.4 Continue to submit Odysseyware courses that are CCSS and already a-g approved to the UC system on behalf of our school.
  - Curriculum will be aligned into better CTE pathways for certifications.

**2019-20 Actions/Services**

- 2.4 Continue to submit Odysseyware courses that are CCSS and already a-g approved to the UC system on behalf of our school.
  - Curriculum will be aligned into better CTE pathways for certifications.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$6,000</td>
<td>$6,000</td>
</tr>
<tr>
<td>Source</td>
<td>California Career Pathways Trust</td>
<td>California Career Pathways Trust</td>
<td>California Career Pathways Trust</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th></th>
<th>Unchanged Goal</th>
</tr>
</thead>
</table>

Goal 3

Wm. Finch students will receive high quality instruction and curriculum to promote increased college and career readiness.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 4: Pupil Achievement (Pupil Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities:</th>
</tr>
</thead>
</table>

Identified Need:

Students need high quality classroom instruction & curriculum for improvement on:
*CAASPP
*CELDT
*EAP
*DIBELS - reading fluency
*EL Reclassification rate
*Students satisfying A-G requirements
*Course completion
*Improved grades and credits
*Credit recovery available for grades 9-12
*Career courses and CTE pathways/certifications
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers attend CCSS professional development annually and use CCSS curriculum to guide their instruction.</td>
<td>Attendance at Professional Development activities by teachers.</td>
<td>Attendance at Professional Development activities by teachers.</td>
<td>Attendance at Professional Development activities by teachers.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum statewide assessments are given annually</td>
<td>Analyze CAASPP, EAP and other assessments, results for proficient and above.</td>
<td>Analyze CAASPP, EAP and other assessments, results for proficient and above.</td>
<td>Analyze CAASPP, EAP and other assessments, results for proficient and above.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 4: State Indicator/Academic Indicator/Reclassification rates</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase EL Reclassification rate</td>
<td>Increase EL Reclassification rate</td>
<td>Increase EL Reclassification rate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit recovery via Odysseyware</td>
<td>Credit recovery via Odysseyware</td>
<td>Credit recovery via Odysseyware</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 7: Local Metric/A broad course of study</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>91% of high school students take at least one Odysseyware course, besides their classroom instruction, for a broader range of course work.</td>
<td>Increase Odysseyware usage to 93%.</td>
<td>Increase Odysseyware usage to 95%.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in grades 3-8 will take the Fall Interim and Spring CAASPP Assessments.</td>
<td>70% of students will score in the 3-4 levels (Nearly at Standard and Standard Met).</td>
<td>75% of students will score in the 3-4 levels (Nearly at Standard and Standard Met).</td>
<td>80% of students will score in the 3-4 levels (Nearly at Standard and Standard Met).</td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator</td>
<td>All identified ELD students will take the required annual CELDT test.</td>
<td>At least 25% of ELD students will be reclassified as Fluent English Proficient according to the CELDT (or ELPAC) assessment.</td>
<td>At least 30% of ELD students will be reclassified as Fluent English Proficient according to the CELDT (or ELPAC) assessment.</td>
<td>At least 35% of ELD students will be reclassified as Fluent English Proficient according to the CELDT (or ELPAC) assessment.</td>
</tr>
<tr>
<td>Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results</td>
<td>All 11th grade students will complete the CAASPP/SBAC to receive EAP results.</td>
<td>At least 25% of high school juniors will test as college ready on the CAASPP CSU EAP results.</td>
<td>At least 30% of high school juniors will test as college ready on the CAASPP CSU EAP results.</td>
<td>At least 35% of high school juniors will test as college ready on the CAASPP CSU EAP results.</td>
</tr>
<tr>
<td>Priority 4: State Indicator/College and Career Indicator/Career pathway completion</td>
<td>Students will have available Arts, Media and Entertainment CTE Pathway courses.</td>
<td>At least 20% of graduating students will complete a CTE course of study.</td>
<td>At least 25% of graduating students will complete a CTE course of study.</td>
<td>At least 30% of graduating students will complete a CTE course of study.</td>
</tr>
<tr>
<td>Priority 4: State Indicator/College and Career Indicator/Dual enrollment completion rate</td>
<td>Concurrent enrollment with Butte College is available year round.</td>
<td>At least 10% of graduating seniors will have completed a concurrently enrolled Butte College course between grades 9-12.</td>
<td>At least 15% of graduating seniors will have completed a concurrently enrolled Butte College course between grades 9-12.</td>
<td>At least 20% of graduating seniors will have completed a concurrently enrolled Butte College course between grades 9-12.</td>
</tr>
<tr>
<td>Priority 7: State Indicator/College/ Career Indicator (HS only)</td>
<td>11th and 12th grade students participate in Reg-to-Go and early placement exams for Butte College.</td>
<td>At least 70% of 11th and 12th grade students will complete early placement exams and/or Reg-to-Go for Butte College.</td>
<td>At least 75% of 11th and 12th grade students will complete early placement exams and/or Reg-to-Go for Butte College.</td>
<td>At least 80% of 11th and 12th grade students will complete early placement exams and/or Reg-to-Go for Butte College.</td>
</tr>
<tr>
<td>Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</td>
<td>EL, FY and LI students will have access to one on one tutoring in all subjects in the Transition Room/computer lab daily. Academic and</td>
<td>All unduplicated pupils have daily access to one on one tutoring services, internet computer availability and bi-weekly counseling services.</td>
<td>All unduplicated pupils have daily access to one on one tutoring services, internet computer availability and bi-weekly counseling services.</td>
<td>All unduplicated pupils have daily access to one on one tutoring services, internet computer availability and bi-weekly counseling services.</td>
</tr>
</tbody>
</table>
### 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:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

#### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Teacher attendance of 90% or better at ELD and other professional development opportunities.</td>
<td>3.1 Teacher attendance of 90% or better at ELD and other professional development opportunities.</td>
<td>3.1 Teacher attendance of 90% or better at ELD and other professional development opportunities.</td>
</tr>
</tbody>
</table>

#### Budgeted Expenditures
**Action 2**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Action 2</th>
<th>Action 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>3.1 Professional development this year: CCSS, CAASPP, CCIS, CCSA, ELD, math, CPR, Health &amp; Campus Safety, etc. SEE GOAL 2, ACTION 3</td>
<td>3.1 Professional development this year: CCSS, CAASPP, CCIS, CCSA, ELD, math, CPR, Health &amp; Campus Safety, etc. SEE GOAL 2, ACTION 3</td>
</tr>
<tr>
<td>2018-19</td>
<td>3.1 Professional development this year: CCSS, CAASPP, CCIS, CCSA, ELD, math, CPR, Health &amp; Campus Safety, etc. SEE GOAL 2, ACTION 3</td>
<td>3.1 Professional development this year: CCSS, CAASPP, CCIS, CCSA, ELD, math, CPR, Health &amp; Campus Safety, etc. SEE GOAL 2, ACTION 3</td>
</tr>
<tr>
<td>2019-20</td>
<td>3.1 Professional development this year: CCSS, CAASPP, CCIS, CCSA, ELD, math, CPR, Health &amp; Campus Safety, etc. SEE GOAL 2, ACTION 3</td>
<td>3.1 Professional development this year: CCSS, CAASPP, CCIS, CCSA, ELD, math, CPR, Health &amp; Campus Safety, etc. SEE GOAL 2, ACTION 3</td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

3.2 Analyze and maintain accurate records regarding assessment results, for grade level literacy and proficiency.

**2018-19 Actions/Services**

3.2 Analyze and maintain accurate records regarding assessment results, for grade level literacy and proficiency.

**2019-20 Actions/Services**

3.2 Analyze and maintain accurate records regarding assessment results, for grade level literacy and proficiency.
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$23,400</td>
<td>$23,400</td>
<td>$23,400</td>
</tr>
<tr>
<td>Source</td>
<td>Title I</td>
<td>Title I</td>
<td>Title I</td>
</tr>
<tr>
<td></td>
<td>3.2 Title 1 Data and Analysis Clerk</td>
<td>3.2 Title 1 Data and Analysis Clerk</td>
<td>3.2 Title 1 Data and Analysis Clerk</td>
</tr>
</tbody>
</table>

**Action 3**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**Budgeted Expenditures**

3.3 Maintain that all students have access to curriculum in the four core areas.
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>Reference</td>
<td>3.3 Books and curriculum for core subjects</td>
<td>3.3 Books and curriculum for core subjects</td>
<td>3.3 Books and curriculum for core subjects</td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
</table>

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

<table>
<thead>
<tr>
<th>Schoolwide</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

**Actions/Services**

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

**Budgeted Expenditures**

3.4 Re-evaluation of the EL reclassification, and increase reclassification by 2%.
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>3.4 Use of existing staff, using the EL Re-designation plan</td>
<td>3.4 Use of existing staff, using the EL Re-designation plan</td>
<td>3.4 Use of existing staff, using the EL Re-designation plan</td>
</tr>
</tbody>
</table>

### Action 5

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

### Actions/Services

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

- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action

### 2017-18 Actions/Services

- 3.5 All students and especially those in credit recovery, remain enrolled in Odysseyware courses

### 2018-19 Actions/Services

- 3.5 All students and especially those in credit recovery, remain enrolled in Odysseyware courses

### 2019-20 Actions/Services

- 3.5 All students and especially those in credit recovery, remain enrolled in Odysseyware courses

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$4,000</td>
<td>Title I</td>
<td>1000-1999: Certificated Personnel Salaries 3.5 Teacher to monitor Odysseyware during summer</td>
</tr>
<tr>
<td>2018-19</td>
<td>$4,000</td>
<td>Title I</td>
<td>1000-1999: Certificated Personnel Salaries 3.5 Teacher to monitor Odysseyware during summer</td>
</tr>
<tr>
<td>2019-20</td>
<td>$4,000</td>
<td>Title I</td>
<td>1000-1999: Certificated Personnel Salaries 3.5 Teacher to monitor Odysseyware during summer</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services
--- | ---
$88,389 | 11.6%

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).

Wm. Finch Charter School will receive $88,389 in 2018-19 to increase services for our unduplicated pupils and plan to spend it on professional development for our staff and on continued one on one services for all students in the Transition Room/Computer Lab. Wm. Finch will provide professional development activities in ELD, California Common Core Standards in History/Social Sciences and Next Generation Science Skills. Instructors will also receive review training for our a-g approved online program Odysseyware. Funds will be spent on increased family participation programs, such as field trips, art and culture presentations, motivational speakers, as well as college and career preparation workshops.

ELD students will receive support with their certificated teacher, as well as one to one tutoring with our Transition Room supervisor/aide. All students will continue to receive access to intervention and credit recovery assistance. Foster Youth will receive additional assistance with their education plans and career readiness through the GCOE Foster Youth Liaison. Students will continue to receive the regular services of our academic and mental health counselor as applicable. College tours, concurrent enrollment, FAFSA help, basic first aid including CPR training, community involvement and job training will continue to be offered to all (age appropriate) students.
### Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2017-18**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$78,741.00</td>
<td>11.12%</td>
</tr>
</tbody>
</table>

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).

Wm. Finch Charter School will receive an estimated $78,741.00 in supplemental funding generated by the schools unduplicated subgroups. We have determined that the most effective use of these funds will be to provide the following:

* Increasing personalized and individualized learning opportunities wherever possible to all students, including but not limited to, a one on one tutor as well as an academic/mental health counselor
* Increasing the access to a wide-range of learning opportunities, including technology and online courses
* Ensuring that a strong, effective tutoring intervention program remains in place for all subgroups

The Minimum Proportionality Percentage for increased and improved services is 11.12%. Due to the grade levels served and the nature of this program, revenues generated and expended through LCFF are made for all students schoolwide. Improved services will include:

* Intervention programs for those below proficient
* Individualized ELD instruction and tutoring for English Language Learners, to aide in re-designation status
* Individualized instruction, tutoring, mentoring and counseling for Foster Youth
* Greater technology access for Low Income students leading to greater passing rates for online assessments, etc.
Addendum

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

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

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

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

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

**Instructions: Linked Table of Contents**

Plan Summary  
Annual Update  
Stakeholder Engagement  
Goals, Actions, and Services  
Planned Actions/Services  
Demonstration of Increased or Improved Services for Unduplicated Students

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

**Plan Summary**

The LCAP is intended to reflect an LEA’s annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures. An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table. The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

**Budget Summary**

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

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

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

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

**Annual Update**

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

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

**Annual Measurable Outcomes**

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

**Actions/Services**

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

**Analysis**

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

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

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

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

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

**Stakeholder Engagement**

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

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

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

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

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

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

**Goals, Actions, and Services**

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

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

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.
New, Modified, Unchanged
As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.

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

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

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

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

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

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

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement
Students to be Served
The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student
Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

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

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

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

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

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

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

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

Location(s)
Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

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

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

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

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

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

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

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

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

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

3. Divide (1) by (2).

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

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

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

2. The total number of cohort members.

3. Divide (1) by (2).

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

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

2. The total number of cohort members.

3. Divide (1) by (2).

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

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

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

3. Divide (1) by (2).

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

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

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

3. Divide (1) by (2).

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

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

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

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

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

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

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

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

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

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

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

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

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

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

Prepared by the California Department of Education, October 2016
## LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.
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<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
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<tr>
<td>5700-5799: Transfers Of Direct Costs</td>
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<td>9,100.00</td>
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<td>9,100.00</td>
<td>9,100.00</td>
<td>27,300.00</td>
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</tbody>
</table>

* Totals based on expenditure amounts in goal and annual update sections.
<table>
<thead>
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<tbody>
<tr>
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* Totals based on expenditure amounts in goal and annual update sections.