

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lincoln Unified School District

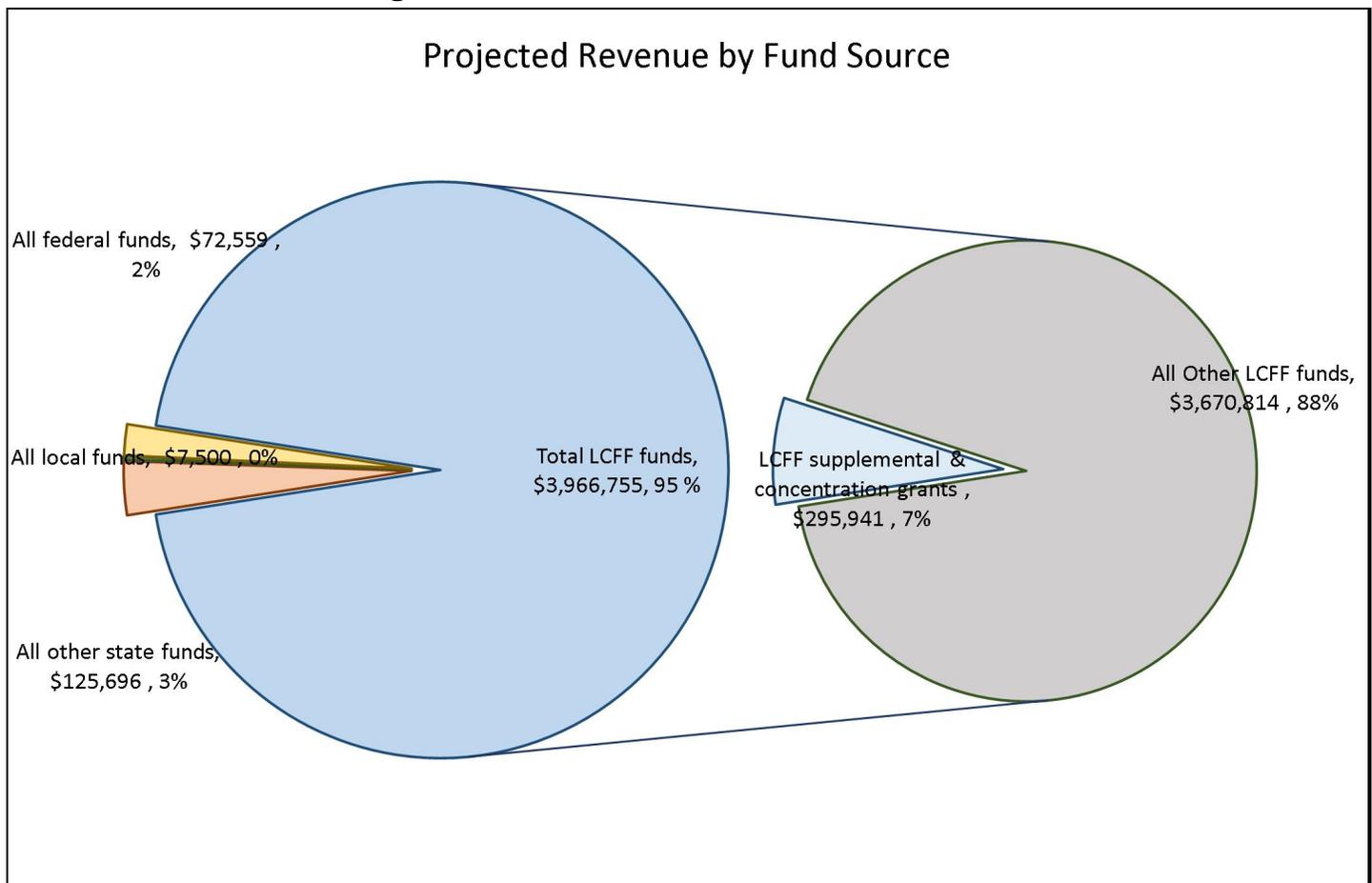
CDS Code: 68569

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Jennifer Heck, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

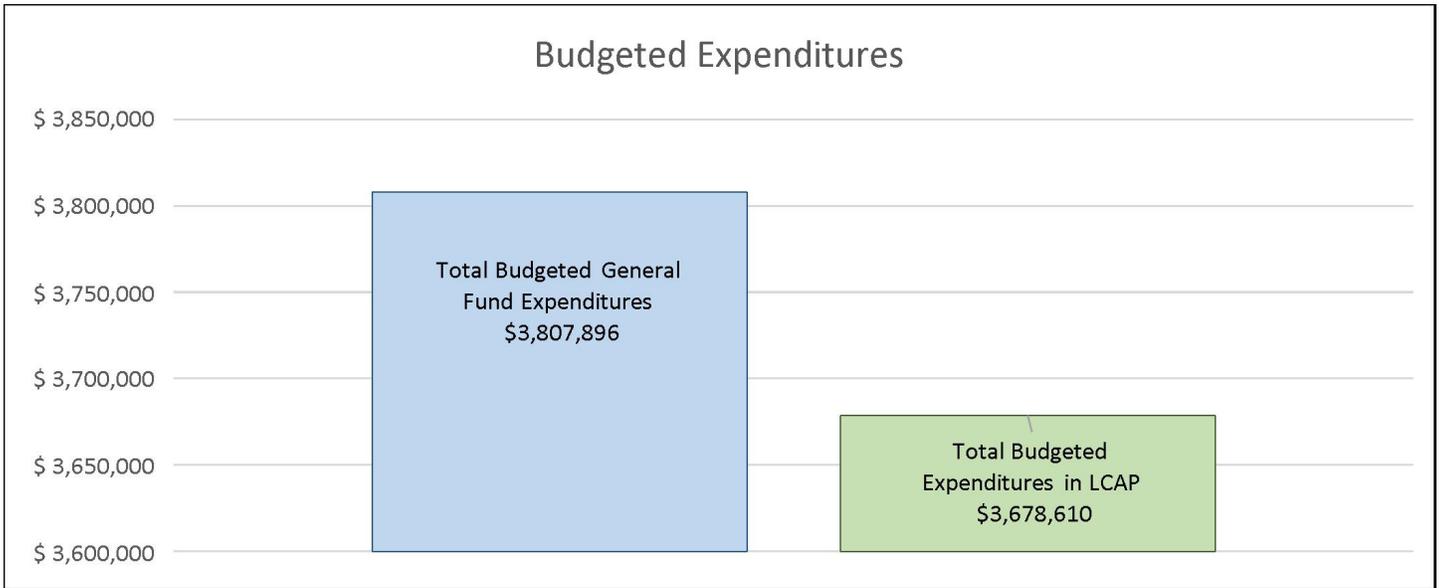


This chart shows the total general purpose revenue Lincoln Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Lincoln Unified School District is \$4,172,510, of which \$3,966,755 is Local Control Funding Formula (LCFF), \$125,696 is other state funds, \$7,500 is local funds, and \$72,559 is federal funds. Of the \$3,966,755 in LCFF Funds, \$295,941 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Lincoln Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Lincoln Unified School District plans to spend \$3807896 for the 2019-20 school year. Of that amount, \$3678610 is tied to actions/services in the LCAP and \$129,286 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

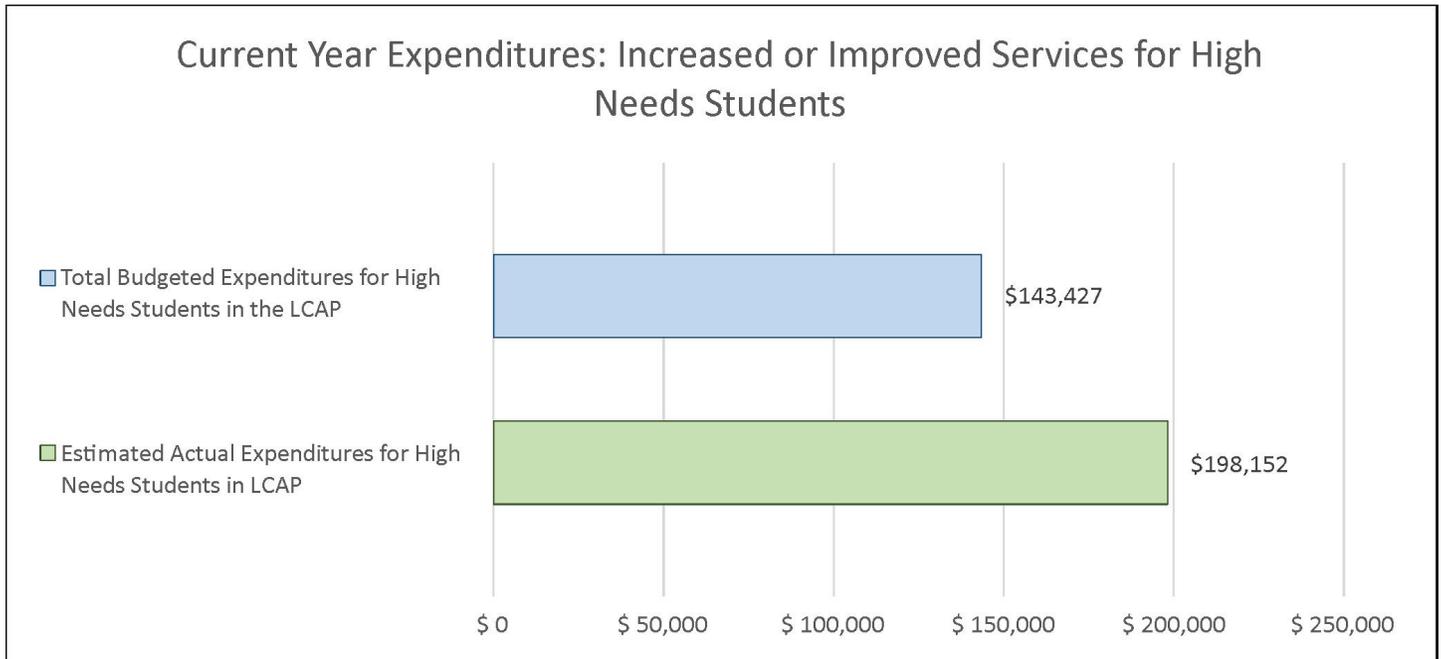
The LCAP does not include several significant and essential, other expenditures including Federal and State funding and other non-instructional services or their costs, such as facilities and operations.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Lincoln Unified School District is projecting it will receive \$295941 based on the enrollment of foster youth, English learner, and low-income students. Lincoln Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Lincoln Unified School District plans to spend \$321260 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Lincoln Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lincoln Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Lincoln Unified School District's LCAP budgeted \$143,427 for planned actions to increase or improve services for high needs students. Lincoln Unified School District estimates that it will actually spend \$198,152 for actions to increase or improve services for high needs students in 2018-19.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

| LEA Name | Contact Name and Title | Email and Phone |
|---------------------------------|----------------------------|--------------------------------|
| Lincoln Unified School District | Jennifer Heck Principal | jheck@lUSD.net 209-888-0160 |

2017-20 Plan Summary

The Story

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

John McCandless Charter School is a Lincoln Unified District dependent charter school. The school opened in 2015-16 with grades Kindergarten through 3rd. In 2016-17, those grade levels rolled up to 4th and 2 sections of 5th grade were added. In 2017-18, those students advanced a year and John McCandless Charter served students grades Kindergarten through 6th, split on two campuses with grades K-3 being served on one campus (Porter) and grades 4 and 5 on another campus (Swain) approximately 2 blocks away. This year, 2018-19, the 6th graders rolled up to 7th grade and continue to be the oldest students on campus and one section of Transitional Kindergarten (TK) was added. John McCandless Charter remains split on two campuses, however, the Lincoln Unified School District purchased and renovated a new campus to serve grades TK-5 (Riverbrook Campus) and moved grades 6 and 7 to the campus previously housing K-3 (Porter Campus.) In addition, the Porter Campus in 2018 housed a Lincoln Unified Pre-School and a San Joaquin County Autistic Pre-School (1 year only). The campus previously used for grades 4-6 was returned to the Lincoln Unified School District. Next year, 2019-20, 7th grade will advance a year and John McCandless Charter will be a full Transitional Kindergarten through 8th grade school.

John McCandless Charter School is designated a School-wide Title1 school. Demographic data shows that the student population of John McCandless closely matches the population of Lincoln Unified. Our students are 42.6% Hispanic, 0.3% American Indian/Alaskan Native, 6.6% Asian, 6.3% African American, 0.5% Hawaiian/Pacific Islander, 4.4% Filipino, 34.4% White, 4.9% multi-ethnic. English Learners make up 6.6% of our student population and 40.2% of our students are on free or reduced lunch. We have 11.5% of our population receiving special education services.

John McCandless Charter School is dedicated to STEM education and Project Based Learning. Our mission is to provide a comprehensive, quality education, with an additional emphasis in science, technology, engineering, and mathematics to prepare all students for success in a rigorous middle school and high school curriculum. Our vision is to be a leader in STEM education, preparing and

inspiring our learners to meet the challenges of the 21st century through innovation, collaboration, and creative problem solving.

LCAP Highlights

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

Students remain the top priority at John McCandless Charter School. Each of our LCAP goals has been created to ensure high standards for safety and student learning. School Safety, High Academic Achievement, and Parent Involvement remain our areas of focus.

School Safety:

All students should be and feel safe at school. We will continue to maintain clean, safe physical facilities with the addition of our newly renovated TK-5th grade elementary campus called Riverbrook. We will continue to work on teaching positive behaviors and conflict management skills to students to help them make good, safe decisions. In addition, we believe that ALL students should feel welcome and sense their importance to our school community. To address that goal, we will continue to provide a myriad of opportunities, including opportunities specifically directed toward students who are traditionally underrepresented in the STEM Fields: Women, Latinos, and African Americans.

High Academic Achievement:

Our goals focus on providing a high quality, innovative learning environment that emphasizes science, technology, engineering and math (STEM) as well as core subject matter. We continue to work to keep teachers current on Project Based Learning, technology integration, and the Next Generation Science Standards. Student progress will be carefully monitored through multiple measures of assessment.

Parent Involvement:

Most John McCandless parents are involved in their students' learning in one or more ways. The goal continues to be that ALL John McCandless parents are involved in their children's education. We will continue to promote and encourage parent involvement.

Review of Performance

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

Greatest Progress

John McCandless Charter School has been operating for 4 years. Our CAASPP data reveals that we are making steady progress as a school, increasing each year in both ELA and Math scores (75% and 73% meeting or exceeding grade level respectively in 2018). We gauge our students' overall academic successes by looking for growth during the time they have attended our school. We gauge the success of programmatic decisions by comparing assessment results to students in other schools who use similar assessments (CAASPP, MAP, DIBELS Reading, DIBELS Reading

Comprehension, and DIBELS Math). That data shows that students at John McCandless are learning to read and write at an achievement level the same or better than other San Joaquin Valley charter schools. John McCandless Charter School students are showing math achievement that is significantly higher than other San Joaquin Valley charter schools. We are exceptionally proud of the overall achievement of all of our English Learners, most especially in the area of ELA.

Positive Behavior Intervention and Support (PBIS) and restorative practice efforts to create a safe, conflict-free learning environment continue to positively impact our students behavior, interactions with one another, and communication. The employment of these practices also reduce discipline incidents and empower students to have a voice as they problem solve using skills they are developing. The implementation of Focus Center has also helped improve student behavior and decision making.

John McCandless parents support their students in many ways. We have a strong PTSA, parent help in classrooms, and well-attended events. All events have an academic portion that shares school related student work with parents and community members. Our progress is evident on the 2018 California Dashboard with indicators of blue for Chronic Absenteeism, ELA and Mathematics and green for Suspension Rate.

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

Greatest Needs

John McCandless Charter School's California School Dashboard consists of blue indicators for ELA, Mathematics and Chronic Absenteeism and green for Suspension Rate. Our school suspension rate in 2017 was 3.2% and in 2018 it had declined 0.5% to 2.7% for 2018, however, we had a subgroup indicator of red for Students with Disabilities. The suspension rate for Students with Disabilities was 14% an increase of 7.5%. The indicator was orange for Hispanic students, the suspension rate for this subgroup was 3.1% an increase of 0.4%. The indicator for Socioeconomically Disadvantaged students and White students was yellow. The suspension rate for Socioeconomically Disadvantaged students was 4.5% a decline of 1.8% and the suspension rate for White students was 3.1% a decline of 1.6% from the previous year.

The additional training received by John McCandless staff in culturally proficient Positive Behavior Intervention and Support (PBIS) and restorative practices yielded improved suspension results. The implementation of teaching positive behaviors and conflict management skills based on Ownership, Wisdom, Learning, and Safety (OWLS) as well as restorative practices has been effective and is evidenced in our ratings. All classes hold regular class meetings and problem solving sessions. In addition, social skills curriculum will continue to be implemented in grades 5 and up. Teachers also began, and will continue, to teach students the 16 Habits of Mind at all grade levels. Title 1 funding has enabled us to implement these resources. Focus Center was also implemented this year to add another layer of intervention for positive student behavior and decision making.

In reviewing CAASPP assessment data from 2016-17 to 2017-18 it was found that two grade levels dipped in the percentage of students meeting or exceeding grade level standards; 3rd grade to 4th grade ELA dropped 4% (71.4% to 67.4%) and 5th grade to 6th grade math dropped 3.4% (68.3% to 64.9%). All other grade level movement resulted in increased percentages of students meeting or exceeding grade level standards. CAASPP results showed that 4th grade students dropped 6.1%

(73.5% in 2018 to 67.4% in 2017) in the percentage of students meeting or exceeding grade level standards. We will continue to use assessment to monitor student progress and provide classroom instruction and support to improve achievement for all students.

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

Performance Gaps

Based on our California Dashboard, John McCandless Charter School will continue to work to decrease performance gaps for the following student groups and state indicators:

Students with Disabilities Suspension Rate - Red

Hispanic Students Suspension Rate - Orange

JMC will continue to work to decrease our suspension rate for these subgroups.

In the 2018 school year, John McCandless Charter School increased special education staffing, providing increased academic support within general education classrooms in addition to students' specialized pull out sessions to enhance student performance. Classroom teachers continue to implement multi-tiered systems of support with a specific emphasis on helping students with disabilities improve their learning. JMC also increased the implementation of restorative practices, PBIS, and Focus Center to reduce suspensions and will continue these practices moving forward.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

All John McCandless Charter School teachers will be fully credentialed and appropriately assigned, and every pupil will have sufficient access to standards-aligned instructional materials and school facilities that are maintained in good repair.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Percent of teachers appropriately assigned and fully credentialed

Internal credential monitoring and county audits

Williams Act Findings

Site FIT Reports

18-19

Core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. We will measure this through regular credential analysis and review done by Lincoln Unified School District.

100% of pupils will have access to core instructional materials identical to those used in LUSD (as measured by annual Williams Act findings), as well as supplemental instructional materials, approved by the Executive Board of the Charter School.

Facilities provide an environment that facilitates learning, with no significant findings related to school facilities and their need for major repair.

Actual

100% of all teachers employed by the charter school held a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing.

100% of pupils had access to core instructional materials identical to those used in LUSD, as well as supplemental instructional materials, approved by the Executive Board of the Charter School.

Facilities received an overall "Exemplary" rating on the 2017-2018 School Accountability Report Card and there were no Williams Act findings.

Expected

Actual

Baseline

2016-17 as a baseline:

In 2016-7, 100% of teachers are appropriately assigned and fully credentialed

100% of students have access to all (both core and supplemental) instructional materials

No Williams Act findings

SARC Rating of "Exemplary"

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| <p>1.1 We will use pre-employment qualification reviews and recruitment strategies to ensure hiring of staff with appropriate credentials and experiences in the STEM field and/or project based learning.</p> | <p>Only experienced, credentialed teachers with some STEM and/or Project Based Learning experience were interviewed and hired to fill vacant teaching positions.</p> | <p>Indirect costs for services provided by LUSD 7000-7439: Other Outgo LCFF \$156,432</p> | <p>Indirect costs for services provided by LUSD 7000-7439: Other Outgo Base \$124,733.34 7000-7439: Other Outgo LCFF \$156,432</p> |
| | | <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF \$1,737,673</p> | <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF \$1,753,851</p> |
| | | <p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF \$241,647</p> | <p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF \$233,379</p> |
| | | <p>Staff Benefits 3000-3999: Employee Benefits LCFF \$472,493</p> | <p>Staff Benefits 3000-3999: Employee Benefits LCFF \$457,286</p> |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| <p>1.2 We will follow LUSD board policy regarding adoption of instructional materials and allocate sufficient resources to an instructional materials budget to assure equitable access for all students. Materials may be in print or digital form.</p> | <p>Materials, both print and electronic, were selected and purchased for all students.</p> <p>A copy machine and a Riso machine continued to be leased for duplication of instructional materials at the newly opened Riverbrook Campus.</p> <p>In addition to core instructional materials purchased by JMC and/or provided through the MOU with Lincoln Unified, the school purchased the following digital resources: Reading AZ, Spelling City, RAZ Kids, Reflex Math, Moby Max, Hapara, Time, Brain Pop, Scholastic and Starfall.</p> <p>The addition of two grade levels (TK and 7th) required the purchase of books, supplies, and materials that exceeded our estimated expenditures.</p> | <p>Instructional Materials and operating supplies 4000-4999: Books And Supplies LCFF \$12,000</p> <p>Copy machine lease and maintenance for duplication of open source materials 5000-5999: Services And Other Operating Expenditures LCFF \$3,300</p> <p>Curriculum provided by LUSD via MOU</p> | <p>Instructional Materials and operating supplies 4000-4999: Books And Supplies LCFF \$35,000</p> <p>Copy machine lease and maintenance for duplication of open source materials 5000-5999: Services And Other Operating Expenditures LCFF \$3,248</p> <p>Curriculum provided by LUSD via MOU</p> |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>1.3 All facilities will be in good condition and adequate to provide a safe learning environment for students, with safe access to school. A new school facility will</p> | <p>Two facilities (JMC Porter Campus for grades 6 and 7, and JMC Riverbrook Campus for grades TK-5) were leased from LUSD. Both campuses were maintained to a high standard by the JMC</p> | <p>Facilities are provided by LUSD and leased by the charter 5000-5999: Services And Other Operating Expenditures LCFF \$130,187</p> | <p>Facilities are provided by LUSD and leased by the charter 5000-5999: Services And Other Operating Expenditures LCFF \$130,000</p> |

be upgraded for student use/occupancy.

custodians and the LUSD maintenance and grounds department.

Purchase of a new property required renovations and upgrades that exceeded initially estimated costs.

Property liability bill-back 5000-5999: Services And Other Operating Expenditures LCFF \$2,000

Property liability bill-back 5000-5999: Services And Other Operating Expenditures LCFF \$2,000

Upgrades to new school facility 6000-6999: Capital Outlay LCFF \$303,453

Upgrades to new school facility 6000-6999: Capital Outlay LCFF \$421,396

Internet 5900: Communications LCFF \$24,000

Internet 5900: Communications LCFF \$24,000

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <p>1.4 We will work with staff and Lincoln Unified district administration to provide for speech and special ed services.</p> | <p>A full time RSP teacher and a .8 Speech Therapist were employed by Lincoln Unified School District (LUSD) and assigned to John McCandless (JMC). JMC was billed back for both teachers' salaries through the MOU.</p> | <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$119,800</p> | <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$119,800</p> |

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.

During the 2018-19 school year, John McCandless Charter school expanded to include Transitional Kindergarten and grade 7. Grade levels 6 - 7 were placed at the original Porter Campus and grade levels TK - 5 were placed at the Riverbrook Campus facility. The Porter Campus was updated within the past 3 years and was well maintained throughout the school year. The Riverbrook Campus was updated this year (2018-19). The expansion necessitated adding a custodial night position as well as adding a custodial lead. The grade-level expansion necessitated hiring new staff, all with either STEM and/or Project Based learning backgrounds. Instructional materials were acquired for the new 7th grade classes as well as materials for TK. Inventories for all grade-levels were updated to align with the LUSD ELA adoption of "Wonders" and "Study Sync". Digital resources were added to core curriculum to enhance and personalize student learning. "Wonderworks" LUSD ELA adopted intervention curriculum was also added.

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

All teachers hired for John McCandless Charter School hold valid credentials and EL authorizations.

All students have access to core and supplemental instructional materials that are exactly the same as those used in LUSD.

John McCandless Charter School had no Williams Act findings.

John McCandless Charter School facilities received an overall "Good" rating on the 2017-18 School Accountability Report Card

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We have defined material differences as 10% or \$100,000, whichever is greater. There was a material difference in the following actions/services:

1.2 Instructional materials and operation supplies associated with the addition of two grade levels (TK and 7th) exceeded our estimated expenditures. We purchased teaching materials and curriculum (both core and intervention) for both grade levels.

1.3 Upgrades to the new school facility required more extensive renovations and upgrades that exceeded initially estimated costs.

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

We have not made any changes to this goal or the metrics by which we will measure our effectiveness. Based on input from stakeholders and/or program needs with the addition of grade 8 in 19-20 we have increased or added the following positions: .2 FTE Assistant Principal (1.0 FTE total); .2 Counselor (.4 FTE Total); 2.686 FTE Teaching Staff; 3.75 hours per day Campus Monitor. These positions have been accounted for in the certificated and classified salaries and benefits.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) will be implemented for all students, including EL students, to gain academic content knowledge and English language proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Percent of students receiving SBE adopted standards

Percent of EL students receiving targeted ELD instruction

18-19

All content area instruction will be aligned to CCSS and/or NGSS, as applicable, as measured by data collection during classroom observations and walk-throughs.

All Science and History/Social Science as well as the integration of technology will be aligned to the CCSS's "ELA and Literacy in History/Social Science, Science and Technical subjects" standards as measured by Project Based learning (PBL) outlines and lesson plans.

English Language proficiency and reclassification rates will increase from 2017-18.

Baseline

2016-17 as a baseline:

Actual

All content area instruction is aligned to CCSS and/or NGSS, as applicable, as measured by data collection during classroom observations and walk-throughs.

All Science and History/Social Science as well as the integration of technology is aligned to the CCSS's "ELA and Literacy in History/Social Science, Science and Technical subjects" standards as measured by Project Based learning (PBL) outlines and lesson plans. History/Social Science piloted curriculum in grade 7 for a new adoption.

The 2018-19 English Language reclassification rate was 32.1% (9 out of 28 students) which was an increase of 8% from 2017-18 (24%, 5 out of 21).

English Learner Progress was not measured for 2018-2019 on the California Dashboard. Based on the 2017 Dashboard English Learner progress was high at 85%.

The ELPAC Baseline scores for 2018:

Level 4 - Well Developed: 63.6%

Level 3 - Moderately Developed: 22.7%

Level 2 - Somewhat Developed: 13.6%

Expected

In 2016-17, 100% of students were receiving SBE adopted standards
 In 2016-17, 100% of EL students were receiving targeted ELD instruction

Actual

Level 1 - Beginning Stage: 0%

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| <p>2.1 We will provide all students, including EL students, with a broad course of study that is aligned to CCSS and NGSS, as referenced in California Education Code.</p> | <p>Additional instructional materials were acquired as referenced in 1.2. Core continues to be aligned to CCSS. Project Based Learning Units (PBLs) were developed, updated, and implemented at all grade levels. The PBL outlines show their alignment to the Next Generation Science Standards (NGSS). New History/Social Science Curriculum was piloted in grade 7 for a new adoption.</p> | <p>Curriculum as referenced in 1.2 Materials, books, copying and supplies as referenced in 1.2 Consulting re: curriculum and instruction 5800: Professional/Consulting Services And Operating Expenditures LCFF \$20,400</p> | <p>Curriculum as referenced in 1.2 Materials, books, copying and supplies as referenced in 1.2 Consulting re: curriculum and instruction 5800: Professional/Consulting Services And Operating Expenditures LCFF \$20,400</p> |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>2.2 We will provide all teachers with professional development and support to ensure curriculum and lesson plans are aligned to CCSS and NGSS.</p> | <p>JMC teachers received LUSD professional development regarding English Language Arts and Mathematics. Grade level training in NGSS was also provided.</p> | <p>Certificated substitutes for teachers to attend professional development 1000-1999: Certificated Personnel Salaries LCFF \$10,500</p> | <p>Certificated substitutes for teachers to attend professional development 1000-1999: Certificated Personnel Salaries LCFF \$10,500</p> |

| | | | |
|--|--|---|---|
| | <p>A school calendar for "Genius Hour" (the last 50 minutes of our instructional day) was developed with seven 4-week sessions. Each grade level team was off for 2 rotations. During the 4-week off cycles teaching teams collaborated to develop and revise standards aligned units and lessons.</p> <p>Teachers attended conferences for professional development (PBL World, STEAM Symposium, Google Summit, and Autism training) to remain on the cutting edge of STEM instruction, PBL integration, and improve our ability to work with for students with disabilities making a tremendous difference in teacher instruction. Travel and conference fees exceeded estimated expenditures.</p> | <p>Benefits for substitutes are included in the costs associated with 1.1 3000-3999: Employee Benefits LCFF</p> | <p>Benefits for substitutes are included in the costs associated with 1.1 3000-3999: Employee Benefits LCFF</p> |
| | | <p>Travel and conference fees 5000-5999: Services And Other Operating Expenditures LCFF \$10,000</p> | <p>Travel and conference fees 5000-5999: Services And Other Operating Expenditures LCFF \$30,000</p> |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <p>2.3 We will provide all teachers with collaboration time to work together to develop and analyze the effectiveness of CCSS and NGSS aligned lessons. This collaboration will occur during a staff retreat and during the enrichment hour of the school day using a staffing rotation. Additionally teachers will be provided time to engage in academic conferencing 3 full days per year.</p> | <p>Academic conferencing for Kindergarten took place in the afternoons between their noon release time and their 2:25 pm genius hour rotations. Grade level collaboration took place on off rotations of Genius Hour and two Mondays monthly after early dismissal.</p> | <p>Certificated substitutes for Academic Conferencing 1000-1999: Certificated Personnel Salaries LCFF \$5,500</p> | <p>Certificated substitutes for Academic Conferencing 1000-1999: Certificated Personnel Salaries LCFF \$5,500</p> |
| | | <p>Benefits for substitutes are included in the costs associated with 1.1 3000-3999: Employee Benefits LCFF</p> | <p>Benefits for substitutes are included in the costs associated with 1.1 3000-3999: Employee Benefits LCFF</p> |

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>2.4 We will revisit each grade level's NGSS alignment document, make any necessary changes or updates, then share it on the school website. At least two concepts will be fully vertically aligned.</p> | <p>A shared document was developed to align NGSS PBLs schoolwide. The development, updating and modification of the document is still ongoing but the school website always includes a link to the most current version.</p> | <p>Alignment will be done during staff meetings and no costs will be associated</p> | <p>Alignment will be done during staff meetings and no costs will be associated</p> |

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>2.5 We will provide all teachers with NGSS professional development aimed at more deeply understand the instructional implications of the NGSS, how to design science lessons and units that incorporate the science and engineering practices, and how to integrate CCSS math and ELA into science units of instruction.</p> | <p>LUSD provided NGSS training for grades 4, 5, and 6. Due to the shortage of substitutes the number of days was reduced.</p> | <p>PD will be provided through MOU with LUSD</p> | <p>PD will be provided through MOU with LUSD</p> |

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.

Implementation for this set of goals and actions was steady and consistent. Common Core State Standards (CCSS) were addressed in every classroom at every grade level. Staff was supported in implementation via LUSD content-specific professional development for ELA and Math. Next Generation Science Standards (NGSS) were taught at each grade level and integrated into each PBL. NGSS alignment in each PBL was reviewed, adjusted and debriefed after each PBL. Review of the vertical alignment of NGSS began at the end of the year and will be carried through at staff retreat and next year. The NGSS alignment is still a work in progress. The school website includes a link to the most current version.

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

Content area instruction was aligned to CCSS and/or NGSS, as applicable, as measured by data collection during classroom observations and walk-throughs. CCSS ELA and Math are being fully implemented. NGSS standards alignment continues and is reviewed consistently. Technology integration permeates all classrooms as evidenced in observations, Project Based learning (PBL) outlines, and lesson plans.

Based on the 2017 Dashboard English Learner Progress was in the high range with student performance at 85%. The English Learner Progress Indicator was not available in 2018 due to the transition from CELDT to ELPAC.

The ELPAC Baseline scores for 2018:

Level 4 - Well Developed: 63.6%

Level 3 - Moderately Developed: 22.7%

Level 2 - Somewhat Developed: 13.6%

Level 1 - Beginning Stage: 0%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We have defined material differences as 10% or \$100,000, whichever is greater. There was a material difference in the following actions/services:

1.2 Travel and conference fees. Teachers attended conferences for professional development improving our ability to work with our students (including those with disabilities) making a tremendous difference in teacher instruction. Travel and conference fees exceeded estimated expenditures.

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

We have not made any changes to this goal or the metrics by which we will measure our effectiveness. Based upon the input from our stakeholders there are no proposed changes to this set of actions and services. We have budgeted an amount for Outdoor Education - Science Camp in 2.1.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

The John McCandless Charter School will provide opportunities for parent participation and education, seek parent input to school practices and procedures, and promote parents' participation in their child's education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Percent of parents involved in decision making through LCAP stakeholder events

Percent of families attending at least 2 Academic Parent-Teacher Teams (APTTs)

Number of PTSA members

18-19

Parents will be notified of all opportunities to be involved in the Charter School and their students education. All communication will be provided in both English and Spanish and will be delivered using email, social media and parent link phone calls.

All parents will volunteer and/or participate in Academic Parent Teacher Teams where individual student progress will be shared and student goals will be set and evaluated.

Actual

78%, (325 out of 417) of John McCandless parents participated in stakeholder events.

90% of families attended the 1st Academic Parent Teacher Team (APTT) meetings.

83% of families attended the 2nd Academic Parent Teacher Team (APTT) meetings

The 2018-2019 John McCandless PTSA membership was 142 out of 417,

Parent notification was provided at least twice monthly through newsletter, social media, PACE messages, and email. Notifications in Spanish were made through phone calls.

A 2018-2019 parent volunteer schedule and sign-in/sign-out log was maintained all year and reveals that parents gave an average of 50 hours per week to the school which is higher than the average number of hours (28) in 2017-2018.

Academic Parent Teacher Teams were held in September and January and had a 90% and 83% rate of parent participation respectively. According to the school survey regarding participation, all subgroups were represented

Expected

A Parent Committee will include a diverse parent group that is representative of the student population. The parent committee will meet regularly.

Parent involvement rate will increase from the 2017-18 rate.

Baseline

2016-17 as baseline:

In 2016-17, 72% of parents participated in the annual parent survey.

In 2016-17, 91 % of parents attended at least 2 of the 3 APTT meetings

In 2016-17, 124 families were active members in the John McCandless Charter PTSA.

Actual

proportionally. Parents participated in setting student goals during the 1st APTT and evaluating student goals in the 2nd APTT.

From January 28 – February 8, 34 individual Parent/Teacher Conferences were conducted at the Porter Campus for grades 6 and 7. Arena Conferences were held on February 7th for grades 6 and 7 and were attended by 47 families. A total of 81 conferences were held with parent input. 72% of Middle School parents participated in conferences.

The 2018-2019 ELAC representation was 18% of EL designated students (5 out of 28) which is a decrease of 11% from 2017-2018.

In the later half of the school year a parent volunteer group was created called the "Wise Owls Club" where parents volunteered during recess and lunchtime spending time with students outside on the yard in the presence of school staff. Participants were all fingerprint cleared.

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|---|
| <p>3.1 We will implement varied modes of home-to-school communication to inform parents and families of Parent Committee opportunities, school activities, and opportunities for involvement. All communication will be provided in both English and Spanish.</p> | <p>Parents were notified of school events and involvement opportunities through all of the following: a monthly newsletter, a weekly website update, a weekly social media update, and regular parent link phone calls. A Spanish tab is available on the school website. Every teacher maintained a class website which was updated at least bi-weekly. The classroom websites shared involvement</p> | <p>Duplication - Lease for copy machines 5000-5999: Services And Other Operating Expenditures LCFF See 1.2</p> <p>School Translation Services 5000-5999: Services And Other Operating Expenditures LCFF \$1000</p> | <p>Duplication - Lease for copy machines</p> <p>School Translation Services 5000-5999: Services And Other Operating Expenditures LCFF \$1,000</p> |

opportunities, events that happened at school and resources for helping students at home. Ninety-five percent of parents completing the school survey rated the statement "JMC provides opportunities for parent participation" a 4 or higher on a 5 point linear scale.

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>3.2 We will provide varied opportunities for Parent/Family volunteer service which will be described in enrollment documents, student/parent handbooks, and/or student orientation information.</p> | <p>Parent volunteer opportunities were included in enrollment documents and handbooks. A new opportunity to volunteer was created in the second half of the year called our "Wise Owls Club" where volunteers assisted during recess and lunchtime</p> | <p>No additional costs for this action/service</p> | <p>No additional costs for this action/service</p> |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| <p>3.3 We will maintain a list of current parent involvement and volunteer opportunities published on the school webpage, newsletters, email, and social media.</p> | <p>A complete list of parent involvement opportunities were regularly published on the school website and in parent newsletters, PTSA newsletters, and on social media. A binder of the regular parent volunteer schedule resides in the school offices and is updated regularly.</p> | <p>No additional costs for this action/service</p> | <p>No additional costs for this action/service</p> |

Analysis

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

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

The John McCandless Charter School (JMC) provided ample opportunities for parent participation and education. Classroom volunteers assisted teachers at every grade level. PTSA, ELAC, and Science Camp parent groups met regularly. The school promoted parents' participation in their child's education via regular classroom volunteer opportunities, Wise Owls Club, as well as events such as Valley Days, the Flight Museum, and field trips. Over 90% of JMC parents attended Academic Parent Teacher Teams (APTTs) and participated in analysis of their student, class, and school's academic data. APTTs also offered parent education regarding supporting student learning at home. Parents provided input to school practices and procedures through stakeholder meetings, PTSA involvement, ELAC involvement, and attendance at John McCandless Executive Board meetings.

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

Data collected indicates that parent involvement increased in 2018-2019 (50 hours weekly) compared to 2017-18 (28 hours weekly.) Ninety-five percent of parents completing the school survey rated the statement "JMC provides opportunities for parent participation" a 4 or higher on a linear scale indicating that parents were aware of the opportunities to participate in their child's education. Parents not in attendance for APTT meetings were contacted and none reported lack of information as their reason for non-participation. Parents reported their main source of information as follows: School and PTSA newsletters, teacher websites, and PACE phone messages.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We have defined material differences as 10% or \$100,000, whichever is greater. There were no material differences for these actions/services.

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.

We have not made any changes to this goal or the metrics by which we will measure our effectiveness. Based upon the input from our stakeholders there are no proposed changes to this set of actions and services.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

The John McCandless Charter School will measure student achievement using multiple measures of local and statewide assessment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Percent of eligible students tested on CAASPP

Percent of eligible students tested on CAST

Percent of JMC students at or above grade level in math as compared to statewide performance

Percent of JMC students at or above level in ELA as compared to statewide performance

Percent of students who advance one or more levels on CELDT

Percent of students who receive reclassification

18-19

All required statewide assessments (SBAC, CAASPP, CAST, ELPAC, etc.) will be administered.

All students, and subgroups of students, will exceed average performance levels of students, and subgroups of students, statewide on statewide assessments.

Actual

In 2017-2018, 5th grade students participated in statewide CAST assessment. 100% of eligible students were tested.

In 2017-2018, grades 3-6 participated in the statewide CAASPP assessment. 100% of eligible students were tested.

2016-17 Data vs 2017-18 Data, Grades 3-6, Math and ELA

3rd Grade '16/'17, 61.2% at or above grade level in Math *

3rd Grade '17/'18, 76% at or above grade level in Math compared to 48.9% statewide

4th Grade '16/'17, 64.7% at or above grade level in Math **

4th Grade '17/'18, 69.4% at or above grade level in Math * compared to 42.9% statewide

5th Grade '16/'17, 68.3% at or above grade level in Math ***

5th Grade '17/'18, 80.7% at or above grade level in Math ** compared to 36% statewide

6th Grade '16/'17, No grade level existed

6th Grade '17/'18, 64.9% at or above grade level in Math *** compared to 37.5% statewide

3rd Grade '16/'17, 71.4% at or above grade level in ELA *

Expected

All ELs will make progress toward English language proficiency at a rate that meets or exceeds average English language proficiency progress of students statewide.

All ELs will make progress toward English language proficiency at a rate that meets or exceeds 2017-18.

Baseline

2016-17 as a baseline:

In 2016-17, the CAASPP was administered to 100% of students grades 3 and up.

In 2016-17, a field test version of the CAST was administered to all eligible students (grade 5) so baseline data was not available.

In 2016-17, 3rd through 5th graders were tested because JMC only served grades k-5 in the 16-17 school year.

Results were as follows:

70% of JMC students were at or above grade level in math as compared to 37.6 % statewide.

65% of JMC students were at or above grade level in ELA as compared to 48.6 % statewide.

In 2017-18 EL students took the state required ELPAC for the first time. Data will be used to set a new baseline.

In 2017-18, 5 of 21 EL students (24%) were reclassified as RFEP.

Actual

3rd Grade '17/'18, 76% at or above grade level in ELA compared to 48.2% statewide

4th Grade '16/'17, 73.5% at or above grade level in ELA **

4th Grade '17/'18, 67.4% at or above grade level in ELA * compared to 48.7% statewide

5th Grade '16/'17, 65% at or above grade level in ELA ***

5th Grade '17/'18, 74.2% at or above grade level in ELA** compared to 49.4% statewide

6th Grade '16/'17, No grade level existed

6th Grade '17/'18, 80.7% at or above grade level in ELA *** compared to 47.8% statewide

The 2018-2019 English Language reclassification rate was 32.1% (9 out of 28 students) which was an increase from 2017-2018 (24%, 5 out of 21).

English Learner Progress was not measured for 2018-2019 on the California Dashboard. Based on the 2017 Dashboard English Learner progress was high at 85%.

The ELPAC Baseline scores for 2018:

Level 4 - Well Developed: 63.6%

Level 3 - Moderately Developed: 22.7%

Level 2 - Somewhat Developed: 13.6%

Level 1 - Beginning Stage: 0%

*, **, *** Indicate progressive grade levels per subject.

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| 4.1 We will create, communicate, and implement a schoolwide | The assessment calendar for JMC was aligned with the assessment calendar of LUSD. The calendar | No additional costs for this action/service | No additional costs for this action/service |

assessment calendar to ensure all assessment timelines are met.

included testing periods for DIBELS for grades K-3, MAP, Interim-SBAC and SBAC testing for grades 3-7, and CAST testing for 5th grade. The assessment timeline was distributed to all staff.

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| <p>4.2 We will train teachers and staff on administration and proctoring of statewide assessments. The training will be done at staff meetings.</p> | <p>All teachers had been trained in the implementation of DIBELS reading and math assessments using the HiFi Reading iPad application and were very familiar with the software. All teachers of grades 3 and up were trained to use TOMS in order to administer CAST and the CAASPP interim and annual assessments. Training took place during staff meetings.</p> | <p>No additional costs for this action/service</p> | <p>No additional costs for this action/service</p> |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>4.3 We will implement data-driven intervention for students who are performing below grade level according to local and statewide assessment.</p> | <p>An intervention schedule was built for all elementary grade levels TK-5 focusing on reading intervention. Students were placed in interventions based on local assessment data including DIBELS, MAP, and curriculum-based assessments. All reading intervention students were progress monitored. If a student's scores improved to show</p> | <p>DIBELS Assessment 4000-4999: Books And Supplies LCFF \$1,300</p> | <p>DIBELS Assessment 4000-4999: Books And Supplies LCFF \$1,000</p> |

intervention was not needed, time in intervention was reduced or ended.
 An intervention schedule was developed based on reading comprehension needs.
 Intervention was supported by the Title I paraprofessional. In addition, during the second half of the year the JMC Board approved the hiring of a 20% Title I teacher who focused on reading intervention daily with Kindergarteners who scored intensive on DIBELS.
 Individualized online math support was implemented at grades 1 through 7.
 DIBELS assessment books and supplies did not cost as much as estimated.

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>4.4 We will ensure teachers serving EL students meet or exceed credentialing requirements. Teachers will be hired and screened through LUSD Human Resources.</p> | <p>Through the credential review, paper-screening and interview process we ensured that 100% of the teachers hired have their CLAD credential or an equivalent.</p> | <p>No additional costs for this action/service</p> | <p>No additional costs for this action/service</p> |

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|-------------------------|-----------------------|-------------------------------|
|--------------------------|-------------------------|-----------------------|-------------------------------|

4.5
Test taking strategies will be embedded in ELA and mathematics curriculum. Teachers will be trained to do so during staff meetings and professional development opportunities.

Teachers of grades 3 - 7 specifically taught test-taking strategies prior to the administration of CAST and CAASPP.

No additional costs for this action/service

Professional development as referenced in 2.2

No additional costs for this action/service

Professional development as referenced in 2.2

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.

Multiple measures of local and statewide data have been implemented. Results have been thoroughly analyzed regularly to help inform instructional decisions.

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

Our actions and services towards this goal have been highly effective. Staff members implement multiple types of assessments and use the results to make academic decisions. The vast majority of students are performing at or above grade level. Interventions have been tremendously effective especially at the Kindergarten and TK grade levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We have defined material differences as 10% or \$100,000, whichever is greater. There were material differences for the following actions/services:

1.3 DIBELS assessment books and supplies did not cost as much as was estimated in budgeted expenditures.

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

As the school grows, more longitudinal data is available, and possible trends emerge, there may be potential changes in the future but we have not made any changes to this goal or the metrics by which we will measure our effectiveness. Based upon input from our stakeholders there are no proposed changes to this set of actions and services.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

The John McCandless Charter School will provide a safe, welcoming and inclusive environment for students and their families so that all students are in class and ready to learn every day.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Percent average daily attendance (ADA)

Percent of students with 7 or fewer absences

Number of Student Study Teams held to address behavior challenges and create plans for behavior modification or adaptation.

18-19

The average daily attendance (ADA) for 2018-19 will be at least 95%.

80% of enrolled students will have fewer than seven absences.

Actual

Average daily attendance for 2018-2019 was 96.2% TK - 5th Grades, and 96% 6th & 7th Grades. 2017-2018 was 97.1% which is about a 1% difference.

In 2018-2019, 59% of students had fewer than seven absences which was lower than 2017-2018 (74%) by 15%.

In 2018-2019, 31 Student Study Teams (SST) were held to address behavior challenges and create plans for behavior modification, adaptation, and meeting student needs. 14 were held in 2017-2018.

17 students were suspended for a total of 43 days in 2018-2019.

Expected

Actual

Baseline

2016-17 as a baseline:

Average daily attendance for 2016-17 was 96.9%.

In 2016-17, 78 % of students had fewer than seven absences.

In 2016-17, 28 student study teams were held to address behavior challenges and create plans for behavior modification or adaptation.

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>5.1 We will articulate attendance expectations in the Student Handbook, on the school website and at parent meetings. All parents will be required to sign an attendance contract where they commit to making every effort toward the 95% goal.</p> | <p>Attendance expectations were spelled out in the Student Handbook, on the school website and at PTA and ELAC meetings. Attendance letters were sent to parents of students with excessive absences using the attendance management system. Perfect attendance awards were given at the end of the year. In addition, names were drawn from those with perfect attendance to receive a donated Kindle Fire, one for elementary grades and one for middle school grades.</p> | <p>Duplication of Student Handbook 4000-4999: Books And Supplies LCFF \$1,500</p> <p>Translation services will be provided through School Translations as referenced in 3.1 5000-5999: Services And Other Operating Expenditures LCFF</p> | <p>Duplication of Student Handbook 4000-4999: Books And Supplies LCFF \$1,500</p> <p>Translation services will be provided through School Translations as referenced in 3.1</p> |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|-----------------------------|----------------------------|--------------------------|----------------------------------|
|-----------------------------|----------------------------|--------------------------|----------------------------------|

5.2
We will clearly define and articulate attendance protocols to parents in multiple ways.

Attendance protocols were shared with parents via the Parent-Student handbook, APTT meetings, attendance letters, and PTSA activities.

No additional costs for this action/service

No additional costs for this action/service

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

5.3
We will use a Positive Behavior Support (PBIS) model to promote early identification and early intervention for students who are struggling academically, behaviorally, or with attendance. Teachers will be trained through on site coaching and support provided by principal and at staff meetings.

Positive Behavior Intervention and Support (PBIS) methods were used to adjust for behaviors that could not be corrected over time. Student Study Teams were held regularly for students whose behaviors or attendance were interfering with their learning or the learning of others.

No additional costs for this action/service

No additional costs for this action/service

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

5.4
Student involvement in the school community will be promoted through school events, and enrichment activities so students feel a sense of connectedness and community. Enrichment activities will be provided by the school staff.

John McCandless students participated in numerous enrichment school events and enrichment opportunities:
Genius Hour
Book Faire
Flight Museum
JMC Star Wars Week
JMC Pi Day
Little Latin Leaders w/LHS Lincoln Latin Leadership
Mathletes
Odyssey of the Mind
Open Houses x 2 (fall and winter)

Entry fees for academic competitions 5000-5999: Services And Other Operating Expenditures LCFF \$100

Entry fees for academic competitions 5000-5999: Services And Other Operating Expenditures LCFF \$100

Transportation to and from academic events 5000-5999: Services And Other Operating Expenditures LCFF \$200

Transportation to and from academic events 5000-5999: Services And Other Operating Expenditures LCFF \$200

| | |
|--|---|
| | Rotary Dictionaries & Rotary Read In Stockton Emergency Food Bank Food Drive SJCOE Science Olympiad SJCOE Math Olympiad SJCOE Spelling Bee STEM Sisters Wax Museum Harvest Festival Most events were within the school day. |
|--|---|

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| 5.5 Health services will be provided through Lincoln Unified. | Lincoln Unified provided an on-call district nurse to support students with ongoing health conditions. | Lincoln District Nurse 5000-5999: Services And Other Operating Expenditures LCFF \$8,200 | Lincoln District Nurse 5000-5999: Services And Other Operating Expenditures LCFF \$8,200 |

Analysis

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

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

Tremendous efforts were put into encouraging student attendance through policies, practices, events, and the creation of an engaging and "hands on" learning environment. These efforts were very successful and effective as all events, during the school day and at night, on both campuses, were very well attended by parents, students, families and the community. Every enrichment event and opportunity included student leadership and participation. Most events showcased student work. During school students were engaged through Project Based Learning, "hands on" problem solving and experiences, technology integration, and collaboration.

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

The actions and services in this area were highly effective. The overall average daily attendance was 96.2% TK - 5th Grades, and 96% 6th & 7th Grades, which was within 1% of the 2016-17 rate of 97.1%. We fell short of our goal of 80% of students having 7 or fewer absences. 59% of students had fewer than seven absences which was lower than 2017-2018 (74%) by 15%. We experienced

two intense rounds of illness that swept through our school this year. Our custodians deep cleaned classrooms multiple times to try to reduce the spread of virus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We have defined material differences as 10% or \$100,000, whichever is greater. There were no material differences for these actions/services.

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.

We have not made any changes to this goal or the metrics by which we will measure our effectiveness. Based upon input from our stakeholders there are no proposed changes to this set of actions and services. We will continue to provide transportation which will now be included as a separate budgeted item in action 5.1.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 6

The John McCandless Charter School will provide a school climate that results in all students, staff and families feeling safe and minimizes student suspensions and expulsions.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Percent of students suspended for 1 or more days

Percent of students expelled.

School climate survey rating on a 5-point Likert scale where 5 is the highest rating.

Actual

JMC maintained a suspension rate lower than the District suspension rate. The 2018 suspension rate for JMC students was 2.7%. This was less than the 2018 district rate of 7.2%.

JMC maintained an expulsion rate less than the district rate. The 2018 expulsion rate was 0%. This was less than the 2018 district rate of 0.68%

The 2018-19 School Climate Survey revealed that over 96% of parents, students, staff, and families feel safe and welcomed on the school campuses which is a 4 or higher on a linear scale.

Expected

18-19

A pupil suspension rate lower than the District suspension rate will be maintained.

A pupil expulsion rate lower than the District suspension rate will be maintained.

School-wide suspension and expulsion rates will be lower than the previous year.

All staff, families and students will feel safe on the school campus as measured by a school-climate survey rating of 4.5 or higher on a 5 point Likert scale where 5 is the highest possible rating.

Baseline

2016-17 as a baseline:

In 2016-17, 3.2 % of JMC students were suspended for one or more days as compared to the District rate of 6.5 %.

In 2016-17, 0.29 % were expelled as compared to the District rate of 0.80 %.

The 2016-17 school climate survey resulted in a rating of 4.6 on a 5 point Likert scale.

Actual

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| <p>6.1 We will update and implement a Positive Behavior Intervention and Support (PBIS) plan which will include strategies to teach appropriate behaviors and rectify</p> | <p>A PBIS plan was included in the Parent-Student handbook. The entire staff implemented a Restorative Practices approach to discipline.</p> | <p>No additional costs for this action/service</p> | <p>No additional costs for this action/service</p> |

inappropriate behaviors as referenced in 5.3.

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>6.2 We will articulate and communicate behavioral expectations to parents and students.</p> | <p>Behavioral expectations were shared through the Parent-Student Handbook. They were also presented to students and parents through presentations by staff and website postings. Relationships were fostered with parents through phone contact, Class Dojo, and Google Classroom. Administration also conducted meetings with parents to communicate behavior expectations for students for whom those expectations were elusive.</p> | <p>No additional costs for this action/service</p> | <p>No additional costs for this action/service</p> |

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.

School climate surveys and suspension/expulsion data all indicate that students, staff and families feel safe. Student suspensions and expulsions were lower than district rates.

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

Suspension rates increased in 2018-2019. Students were taught positive behaviors and skills for conflict management. Restorative circles were consistently employed. Low-level and major behavior offenses were clearly defined to staff, students, and families. Overall, the PBIS model and actions implemented were effective. Students showed growth in their communication and interaction skills. Students continue to grow in their execution of social skills and conflict resolution.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We have defined material differences as 10% or \$100,000, whichever is greater. There were no material differences for these actions/services.

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.

We have not made any changes to this goal or the metrics by which we will measure our effectiveness. Based upon input from our stakeholders there are no proposed changes to this set of actions and services. Continual effort will be put into ensuring that all actions included in the school PBIS model are culturally proficient.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 7

Students will have access to a broad course of study, including mathematics, English, social science, science, physical education, health, visual and performing arts with supplemental instructional supports for ELs and students with disabilities, as appropriate.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Percent of teacher schedules demonstrating all subject matter being taught.

Percent of students participating in Genius Hour elective courses.

Percent of students with disabilities receiving instructional supports.

18-19

100% of students including all student subgroups, unduplicated students, and students with exceptional needs will have access to all core and non-core subjects available.

Actual

In 2018-19, 100% of teacher schedules reflected all subject matter being taught daily.

In 2018-19, 100 % of the students in grades 1-5 participated in the Genius Hour courses. 100% of the students in grades 6-7 participated in electives.

In 2018-19, 100% of students with disabilities receive instructional support as described in their Individualized Education Plans or 504 plans.

In 2018-2019, 100% of students including all student subgroups, unduplicated students, and students with exceptional needs had access to all core and non-core subjects available.

Expected

Actual

Baseline

2016-17 as a baseline:

In 2016-17, 100% of teacher schedules reflected all subject matter being taught.

In 2016-17, 100 % of the students in grades 1-5 participated in the Genius Hour courses.

In 2016-17, 100% of students with disabilities receive instructional support as described in their Individualized Education Plans or 504 plans.

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| <p>7.1 We will create and staff a master schedule that allows all students appropriate access to a broad course of study including including mathematics, English, social science, science, physical education, health, and art.</p> | <p>A master schedule was developed to include core subjects: ELA, reading, writing, and mathematics.</p> <p>All classes have Project Based Learning (PBL) daily. The PBL units were based on Science and Social Studies standards.</p> <p>PE was taught for 20 minutes daily at all grade levels.</p> <p>Art was integrated throughout other subject areas</p> <p>Math 8 for grade 7 and 6/7 Compressed for grade 6 were offered for students meeting</p> | <p>Instructional materials and supplies as referenced in 1.2</p> <p>Duplication of materials as referenced in 1.2</p> | <p>Instructional materials and supplies as referenced in 1.2</p> <p>Duplication of materials as referenced in 1.2</p> |

criteria to accelerate in math content.

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>7.2 We will develop and implement supplemental instructional supports for ELs and students with disabilities, as appropriate.</p> | <p>Math and reading intervention was provided in every grade level. Students who were below benchmark according to DIBELS progress monitoring were offered intervention opportunities with our Title 1 teacher or Title 1 paraprofessional.</p> <p>All teachers did targeted small group instruction in both ELA and math. Small groups were formed using progress monitoring data.</p> <p>Integrated and designated ELD were implemented daily in every classroom.</p> <p>Little Latin Leadership group met every Thursday for an hour after school to provide language-based enrichment/support for English Learners for the first half of the year.</p> <p>A 1.0 FTE Resource Specialist from LUSD served JMC students with educational IEPs until February 2019 then she moved to being a .50 FTE Resource Specialist shared with another LUSD elementary school.</p> | <p>Supplemental materials 4000-4999: Books And Supplies LCFF \$200</p> | <p>Supplemental materials 4000-4999: Books And Supplies LCFF \$200</p> |

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.

Our master schedule provides evidence of a broad course of study for all students. Support strategies and interventions are in place for students with needs associated to Special Education, English Learner, 504 plan, and GATE needs. Advanced students had the opportunity to take advanced math classes in grades 6 and 7. Next year we will add 8th grade to the middle school offering advanced math at LHS for qualified students in addition to the broad course of study provided at JMC.

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

Data shows that our actions are meeting the needs of our English Learners. We need to continue to improve the academic outcomes for our students with special needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We have defined material differences as 10% or \$100,000, whichever is greater. There were no material differences for these actions/services.

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.

Next year two sections of 8th grade will be added to John McCandless Charter School making us a full Transitional Kindergarten to 8th grade school. We will continue to offer Math 8 for grade 7, and 6/7 Compressed Math for grade 6 to meet the needs of our mathematically high achieving 6th and 7th graders. Adding 8th grade to the middle school will include adding an advanced math class at LHS for high achieving 8th graders who qualify. A broad course of study will continue to be offered to our 8th grade students. All other goals and actions will remain the same.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 8

All John McCandless Charter School students will demonstrate grade level proficiency in English Language Arts/Literacy, Mathematics, Social Sciences, Science, Physical Education, Social and Civic Responsibility, and STEM courses/activities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Percent of JMC students at or above grade level in math as compared to District performance

Percent of JMC students at or above level in ELA as compared to District performance

Number of students who participate in county or statewide academic events

Number of students participating in visual and performing arts.

Actual

Results from 2018 SBAC were as follows:

73% of JMC all students were at or above grade level in math as compared to 35% District-wide. This is an increase of 3% from JMC's 2017 test scores of 70% at or above grade level in math.

75% of JMC students were at or above grade level in ELA as compared to 50% District-wide. This is an increase of 10% from JMC's 2017 test scores of 65% at or above grad level in ELA.

In 2018-2019, 97 students participated in the Odyssey of the Mind (14), SJCOE Science Olympiad (29), SJCOE Math Olympiad (24), and SJCOE Spelling Bee (30). This is an increase from 77 students in 2017-18, Mathletes (50), Little Latin Leaders and Vex Robotics.

Visual Arts were evidenced in curation of 80% of all Project Based Learning units.

In 2018-2019, 67 students participated in either band or chorus, 4 less than the number of participating students in 2017-2018 (71).

Formal classroom music was provided in the Fall for grades K-5 through the UOP Music Department Student Teaching Program.

Expected

18-19

The Charter School average will be at or above the District's statewide testing average for performance in all core subject areas.

Student proficiency will be demonstrated using multiple assessment strategies.

Students will participate in county or statewide academic events or challenges and participation rate will be monitored annually.

Opportunities for students to participate in visual and performing arts will increase from 2017 -18.

Baseline

Since only 3rd graders were tested in 2015-16, the 2016-17 data from 3rd-5th grade students will be used as a new baseline:

Results from 2017 SBAC were as follows:

70% of JMC students were at or above grade level in math as compared to 30% District-wide.

65% of JMC students were at or above grade level in ELA as compared to 47% District-wide.

In 2016-17, 45 students participated in the SJCOE Science Olympiad, Math Olympiad, and Spelling Bee.

In 2016-17, 51 students participated in band or chorus.

Actual

In 2018-2019, three students participated in SJC Honors Band and Choir

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| 8.1 Teachers will receive professional development regarding current curriculum design, data analysis and assessment. | Teachers received professional development in grades 4, 5, and 6 in NGSS through LUSD. Teachers received ELA and math professional development provided | No additional costs for this action/service | No additional costs for this action/service |

by LUSD and SJCOE coaches. Teachers received science professional development at staff retreat and the beginning of Environmental Literacy professional development in staff meeting at the end of the school year 2019.

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>8.2 Multiple measures of assessment will be used in all subject areas. Assessment tools will include written assessment, student portfolios, and curations of student work.</p> | <p>Assessments (both formative and summative) of the following types were employed: Tests, Quizzes, Exit Tickets, digital portfolios, projects, artwork, writing assignments, research reports, videos, slideshows, and oral reports. Student work was curated/shared in the following manners: Open houses, presentations, digital portfolios, published writing pieces, shared Google products (drawings, presentations, documents), videos, project exhibitions</p> | <p>No additional costs for this action/service</p> | <p>No additional costs for this action/service</p> |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>8.3 Music instruction will be provided at all grade levels. Band and chorus will be offered at grades 4 and up.</p> | <p>Beginning chorus was offered at grades 4 and up. 25 students participated. Beginning band was offered at grade 5, intermediate band, and advanced band were also offered at grades 6</p> | <p>.4 FTE music teacher bill-back 5000-5999: Services And Other Operating Expenditures LCFF \$20,000</p> | <p>.4 FTE music teacher bill-back 5000-5999: Services And Other Operating Expenditures LCFF \$22,441</p> |

and 7 and 20 students participated. Paid through MOU with LUSD.

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.

To reach grade level proficiency in English Language Arts/Literacy, Mathematics, Social Sciences, Science, Physical Education, Science and STEM courses/activities all staff received professional development, all curriculum was standards aligned and all learning was assessed using multiple methods. Music instruction was increased to enhance the performing arts curriculum.

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

Assessment results (DIBELS, MAP, CAASPP) indicate that instructional methods and materials in core subject areas are proving successful with the vast majority of our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We have defined material differences as 10% or \$100,000, whichever is greater. There were no material differences for these actions/services.

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.

All goals and actions will remain the same. We will continue to place emphasis on science and engineering curriculum aligned to the new NGSS standards.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

The John McCandless Charter School held 4 Stakeholder Engagement Meetings at different times and on both campuses. The first was held at the Spring Academic Parent Teacher Team (APTT) night where parent surveys regarding LCAP goals were completed for grades TK-5. The second was held at Arena Conference night where parent surveys regarding LCAP goals were completed for grades 6 and 7. The third was held in conjunction with the schools English Language Advisory Council (ELAC) meeting. The fourth was held in conjunction with a School Site Council meeting.

The John McCandless Charter School Executive Board approved an LCAP timeline similar to the timeline of the Lincoln Unified School District. The timeline was created considering regularly scheduled board meetings, English Language Advisory Council (ELAC) meetings and School Site Council meetings. The timeline was shared with community members via the school newsletter, website, and posted board agenda.

In the John McCandless Charter School Stakeholder Engagement meetings the charter school principal reviewed the 8 goals from the 2017-18 LCAP and the actions implemented to help reach the goals. The stakeholders were asked for input both in written form and verbally regarding each goal. Input was collected regarding 1) What are we currently doing that is effective and should be continued? 2) What are we currently doing that is ineffective and should be modified or discontinued? 3) What should we add to our actions to meet each of the priority areas? Responses were used to develop the annual update section of this year's LCAP.

Impact on LCAP and Annual Update

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

83% of the John McCandless Charter School (JMC) parents were present at the Spring Academic Parent Teacher Team (APTT) meetings and completed the LCAP survey. 72% of the JMC parents were present at Arena Conferences and completed the LCAP survey. Stakeholders were given the opportunity to both rate the effectiveness of the work towards the eight goals and make suggestions for additions, modifications and deletions in any of the areas.

Stakeholder input impacted the upcoming year's LCAP in that we identified and discussed areas in which we need to improve and areas in which we are excelling. We discussed our continued focus on improving our communication with our multicultural families

and expanding opportunities for students to grow. We discussed the continued development and expansion of our Porter middle school campus to include 8th grade and preparation for high school.

The stakeholder engagement meetings were thoughtful, reflective, and informative. The information collected was useful for the development of this plan. Holding multiple meetings on both campuses proved to engage more participants. Multiple stakeholders expressed their appreciation for being included in the stakeholder process.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

All John McCandless Charter School teachers will be fully credentialed and appropriately assigned, and every pupil will have sufficient access to standards-aligned instructional materials and school facilities that are maintained in good repair.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

All students need teachers who are fully credentialed and appropriately assigned, sufficient access to standards-aligned instructional materials, and school facilities that are maintained in good repair.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|---|---|
| Percent of teachers appropriately assigned and fully credentialed | 2016-17 as a baseline: | Core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. We will measure this through regular credential analysis and review done by Lincoln Unified School District. | Core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. We will measure this through regular credential analysis and review done by Lincoln Unified School District. | Core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. We will measure this through regular credential analysis and review done by Lincoln Unified School District. |
| Internal credential monitoring and county audits | In 2016-7, 100% of teachers are appropriately assigned and fully credentialed | | | |
| Williams Act Findings | 100% of students have access to all (both core and supplemental) instructional materials | | | |
| Site FIT Reports | No Williams Act findings | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|----------------------------|--|--|--|
| | SARC Rating of "Exemplary" | <p>100% of pupils will have access to core instructional materials identical to those used in LUSD (as measured by annual Williams Act findings), as well as supplemental instructional materials, approved by the Executive Board of the Charter School.</p> <p>Facilities provide an environment that facilitates learning, with no significant findings related to school facilities and their need for major repair.</p> | <p>100% of pupils will have access to core instructional materials identical to those used in LUSD (as measured by annual Williams Act findings), as well as supplemental instructional materials, approved by the Executive Board of the Charter School.</p> <p>Facilities provide an environment that facilitates learning, with no significant findings related to school facilities and their need for major repair.</p> | <p>100% of pupils will have access to core instructional materials identical to those used in LUSD (as measured by annual Williams Act findings), as well as supplemental instructional materials, approved by the Executive Board of the Charter School.</p> <p>Facilities provide an environment that facilitates learning, with no significant findings related to school facilities and their need for major repair.</p> |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

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

2017-18 Actions/Services

1.1
We will use pre-employment qualification reviews and recruitment strategies to ensure hiring of staff with appropriate credentials and experiences in the STEM field and/or project based learning.

2018-19 Actions/Services

1.1
We will use pre-employment qualification reviews and recruitment strategies to ensure hiring of staff with appropriate credentials and experiences in the STEM field and/or project based learning.

2019-20 Actions/Services

1.1
We will use pre-employment qualification reviews and recruitment strategies to ensure hiring of staff with appropriate credentials and experiences in the STEM field and/or project based learning.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$123,324 | \$156,432 | \$206,434 |
| Source | Base | LCFF | LCFF |
| Budget Reference | 7000-7439: Other Outgo Indirect costs for services provided by LUSD | 7000-7439: Other Outgo Indirect costs for services provided by LUSD | 7000-7439: Other Outgo Indirect costs for services provided by LUSD |
| Amount | \$1,303,094 | \$1,737,673 | \$2,026,539 |
| Source | Base | LCFF | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Certificated Salaries | 1000-1999: Certificated Personnel Salaries Certificated Salaries | 1000-1999: Certificated Personnel Salaries Certificated Salaries |

| | | | |
|------------------|---|---|---|
| Amount | \$247,456 | \$241,647 | \$334,646 |
| Source | Base | LCFF | LCFF |
| Budget Reference | 2000-2999: Classified Personnel Salaries Classified Salaries | 2000-2999: Classified Personnel Salaries Classified Salaries | 2000-2999: Classified Personnel Salaries Classified Salaries |
| Amount | \$400,632 | \$472,493 | \$591,921 |
| Source | Base | LCFF | LCFF |
| Budget Reference | 3000-3999: Employee Benefits Staff Benefits | 3000-3999: Employee Benefits Staff Benefits | 3000-3999: Employee Benefits Staff Benefits |

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)

[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

2017-18 Actions/Services

1.2
We will follow LUSD board policy regarding adoption of instructional materials and allocate sufficient resources

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

Unchanged Action

2018-19 Actions/Services

1.2
We will follow LUSD board policy regarding adoption of instructional materials and allocate sufficient resources

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

Unchanged Action

2019-20 Actions/Services

1.2
We will follow LUSD board policy regarding adoption of instructional materials and allocate sufficient resources

to an instructional materials budget to assure equitable access for all students. Materials may be in print or digital form.

to an instructional materials budget to assure equitable access for all students. Materials may be in print or digital form.

to an instructional materials budget to assure equitable access for all students. Materials may be in print or digital form.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$28,422 | \$12,000 | \$55,850 |
| Source | Base | LCFF | LCFF |
| Budget Reference | 4000-4999: Books And Supplies Instructional Materials and operating supplies | 4000-4999: Books And Supplies Instructional Materials and operating supplies | 4000-4999: Books And Supplies Instructional Materials and operating supplies |
| Amount | \$4,000 | \$3,300 | \$4,000 |
| Source | Base | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Copy machine lease and maintenance for duplication of open source materials | 5000-5999: Services And Other Operating Expenditures Copy machine lease and maintenance for duplication of open source materials | 5000-5999: Services And Other Operating Expenditures Copy machine lease and maintenance for duplication of open source materials |
| Budget Reference | Curriculum provided by LUSD via MOU | Curriculum provided by LUSD via MOU | Curriculum provided by LUSD via MOU |
| Amount | | | \$12,000 |
| Source | | | LCFF |
| Budget Reference | | | 5000-5999: Services And Other Operating Expenditures Duplicating Costs |

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)

All

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

2017-18 Actions/Services

1.3
All facilities will be in good condition and adequate to provide a safe learning environment for students, with safe access to school.

2018-19 Actions/Services

1.3
All facilities will be in good condition and adequate to provide a safe learning environment for students, with safe access to school. A new school facility will be upgraded for student use/occupancy.

2019-20 Actions/Services

1.3
All facilities will be in good condition and adequate to provide a safe learning environment for students, with safe access to school.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$116,995 | \$130,187 | \$158,670 |
| Source | Base | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Facilities are provided by LUSD and leased by the charter | 5000-5999: Services And Other Operating Expenditures Facilities are provided by LUSD and leased by the charter | 5000-5999: Services And Other Operating Expenditures Facilities are provided by LUSD and leased by the charter |

| | | | |
|------------------|--|--|--|
| Amount | \$2,000 | \$2,000 | \$2,000 |
| Source | Base | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Property liability bill-back | 5000-5999: Services And Other Operating Expenditures Property liability bill-back | 5000-5999: Services And Other Operating Expenditures Property liability bill-back |
| Amount | | \$303,453 | |
| Source | | LCFF | |
| Budget Reference | | 6000-6999: Capital Outlay Upgrades to new school facility | |
| Amount | | \$24,000 | \$24,000 |
| Source | | LCFF | LCFF |
| Budget Reference | | 5900: Communications Internet | 5900: Communications Internet |

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)

Students with Disabilities
[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
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1.4
We will work with staff and Lincoln Unified district administration to provide for speech and special ed services.

2018-19 Actions/Services

1.4
We will work with staff and Lincoln Unified district administration to provide for speech and special ed services.

2019-20 Actions/Services

1.4
We will work with staff and Lincoln Unified district administration to provide for speech and special ed services.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$118,100 | \$119,800 | \$134,000 |
| Source | Supplemental and Concentration | LCFF | LCFF |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures | 5800: Professional/Consulting Services And Operating Expenditures | 5800: Professional/Consulting Services And Operating Expenditures |

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) will be implemented for all students, including EL students, to gain academic content knowledge and English language proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Identified Need:

All students need access to standards-aligned curriculum and EL students need the opportunity to attain English language proficiency while gaining content knowledge.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|--|--|
| Percent of students receiving SBE adopted standards | 2016-17 as a baseline: | All content area instruction will be aligned to CCSS and/or NGSS, as applicable, as measured by data collection during classroom observations and walk-throughs. | All content area instruction will be aligned to CCSS and/or NGSS, as applicable, as measured by data collection during classroom observations and walk-throughs. | All content area instruction will be aligned to CCSS and/or NGSS, as applicable, as measured by data collection during classroom observations and walk-throughs. |
| Percent of EL students receiving targeted ELD instruction | In 2016-17, 100% of students were receiving SBE adopted standards In 2016-17, 100% of EL students were receiving targeted ELD instruction | All Science and History/Social Science as well as the integration of technology | All Science and History/Social Science as well as the integration of technology | All Science and History/Social Science as well as the integration of technology |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|----------|---|---|---|
| | | <p>will be aligned to the CCSS’s “ELA and Literacy in History/Social Science, Science and Technical subjects” standards as measured by Project Based learning (PBL) outlines and lesson plans.</p> <p>English Language proficiency and reclassification rates will increase from 2016-17.</p> | <p>will be aligned to the CCSS’s “ELA and Literacy in History/Social Science, Science and Technical subjects” standards as measured by Project Based learning (PBL) outlines and lesson plans.</p> <p>English Language proficiency and reclassification rates will increase from 2017-18.</p> | <p>will be aligned to the CCSS’s “ELA and Literacy in History/Social Science, Science and Technical subjects” standards as measured by Project Based learning (PBL) outlines and lesson plans.</p> <p>English Language proficiency and reclassification rates will increase from 2018-19.</p> |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.1
We will provide all students, including EL students, with a broad course of study that is aligned to CCSS and NGSS, as referenced in California Education Code.

2.1
We will provide all students, including EL students, with a broad course of study that is aligned to CCSS and NGSS, as referenced in California Education Code.

2.1
We will provide all students, including EL students, with a broad course of study that is aligned to CCSS and NGSS, as referenced in California Education Code.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|--|--|
| Budget Reference | Curriculum as referenced in 1.2 | Curriculum as referenced in 1.2 | Curriculum as referenced in 1.2 |
| Budget Reference | Materials, books, copying and supplies as referenced in 1.2 | Materials, books, copying and supplies as referenced in 1.2 | Materials, books, copying and supplies as referenced in 1.2 |
| Amount | | \$20,400 | \$30,400 |
| Source | | LCFF | LCFF |
| Budget Reference | | 5800: Professional/Consulting Services And Operating Expenditures Consulting re: curriculum and instruction | 5800: Professional/Consulting Services And Operating Expenditures Consulting re: curriculum and instruction |
| Amount | | | \$16,000 |
| Source | | | LCFF |
| Budget Reference | | | 5800: Professional/Consulting Services And Operating Expenditures Outdoor Education - Science Camp |

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

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
We will provide all teachers with professional development and support to ensure curriculum and lesson plans are aligned to CCSS and NGSS.

2018-19 Actions/Services

2.2
We will provide all teachers with professional development and support to ensure curriculum and lesson plans are aligned to CCSS and NGSS.

2019-20 Actions/Services

2.2
We will provide all teachers with professional development and support to ensure curriculum and lesson plans are aligned to CCSS and NGSS.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|--|--|
| Amount | \$13,000 | \$10,500 | \$0 |
| Source | Supplemental and Concentration | LCFF | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Certificated substitutes for teachers to attend professional development and participate in academic conferencing | 1000-1999: Certificated Personnel Salaries Certificated substitutes for teachers to attend professional development | 1000-1999: Certificated Personnel Salaries Certificated substitutes for teachers to attend professional development included in the costs associated with 1.1 |
| Amount | \$1,144 | | |
| Source | Supplemental and Concentration | LCFF | LCFF |
| Budget Reference | 3000-3999: Employee Benefits Benefits for substitutes | 3000-3999: Employee Benefits Benefits for substitutes are included in the costs associated with 1.1 | 3000-3999: Employee Benefits Benefits for substitutes are included in the costs associated with 1.1 |
| Amount | | \$10,000 | \$30,000 |
| Source | | LCFF | LCFF |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures Travel and conference fees | 5000-5999: Services And Other Operating Expenditures Travel and conference fees |

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2.3
We will provide all teachers with collaboration time to work together to develop and analyze the effectiveness of CCSS and NGSS aligned lessons. This collaboration will occur during a staff retreat and during the enrichment hour of the school day using a staffing rotation. Additionally teachers will be provided time to engage in academic conferencing 3 full days per year.

2018-19 Actions/Services

2.3
We will provide all teachers with collaboration time to work together to develop and analyze the effectiveness of CCSS and NGSS aligned lessons. This collaboration will occur during a staff retreat and during the enrichment hour of the school day using a staffing rotation. Additionally teachers will be provided time to engage in academic conferencing 3 full days per year.

2019-20 Actions/Services

2.3
We will provide all teachers with collaboration time to work together to develop and analyze the effectiveness of CCSS and NGSS aligned lessons. This collaboration will occur during a staff retreat and during the enrichment hour of the school day using a staffing rotation. Additionally teachers will be provided time to engage in academic conferencing 3 full days per year.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$8,000 | \$5,500 | \$0 |
| Source | Supplemental and Concentration | LCFF | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Certificated substitutes for Academic Conferencing | 1000-1999: Certificated Personnel Salaries Certificated substitutes for Academic Conferencing | 1000-1999: Certificated Personnel Salaries Certificated substitutes for Academic Conferencing included in the costs associated with 1.1 |
| Amount | \$1,115 | | |
| Source | Supplemental and Concentration | LCFF | LCFF |
| Budget Reference | 3000-3999: Employee Benefits Benefits for substitutes | 3000-3999: Employee Benefits Benefits for substitutes are included in the costs associated with 1.1 | 3000-3999: Employee Benefits Benefits for substitutes are included in the costs associated with 1.1 |

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)

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

2017-18 Actions/Services

2.4
We will revisit each grade level's NGSS alignment document, make any necessary changes or updates, then share it on the school website. At least one concept will be fully vertically aligned.

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

Unchanged Action

2018-19 Actions/Services

2.4
We will revisit each grade level's NGSS alignment document, make any necessary changes or updates, then share it on the school website. At least two concepts will be fully vertically aligned.

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

Unchanged Action

2019-20 Actions/Services

2.4
We will revisit each grade level's NGSS alignment document, make any necessary changes or updates, then share it on the school website. At least two concepts will be fully vertically aligned.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Budget Reference | Alignment will be done during staff meetings and no costs will be associated | Alignment will be done during staff meetings and no costs will be associated | Alignment will be done during staff meetings and no costs will be associated |

Action 5

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2.5
We will provide all teachers with NGSS professional development aimed at more deeply understand the instructional implications of the NGSS, how to “unpack” a Next Generation Science Standard to better understand what students need to know and be able to do, and how to design science lessons and units that incorporate the science and engineering practices.

2018-19 Actions/Services

2.5
We will provide all teachers with NGSS professional development aimed at more deeply understand the instructional implications of the NGSS, how to design science lessons and units that incorporate the science and engineering practices, and how to integrate CCSS math and ELA into science units of instruction.

2019-20 Actions/Services

2.5
We will provide all teachers with NGSS professional development aimed at more deeply understand the instructional implications of the NGSS, how to design science lessons and units that incorporate the science and engineering practices, and how to integrate CCSS math and ELA into science units of instruction.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Budget Reference | PD will be provided through MOU with LUSD | PD will be provided through MOU with LUSD | PD will be provided through MOU with LUSD |

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

The John McCandless Charter School will provide opportunities for parent participation and education, seek parent input to school practices and procedures, and promote parents' participation in their child's education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

There is extensive research showing benefits of parent participation in their children's education and school program. Parents need continued and ongoing opportunities for involvement, education and access to information related to their child's education.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|---|---|---|
| Percent of parents involved in decision making through LCAP stakeholder events | 2016-17 as baseline: In 2016-17, 72% of parents participated in the annual parent survey. | Parents will be notified of all opportunities to be involved in the Charter School and their students' education. All communication will be provided in both English and Spanish and will be delivered using email, social media and parent link phone calls. | Parents will be notified of all opportunities to be involved in the Charter School and their students' education. All communication will be provided in both English and Spanish and will be delivered using email, social media and parent link phone calls. | Parents will be notified of all opportunities to be involved in the Charter School and their students' education. All communication will be provided in both English and Spanish and will be delivered using email, social media and parent link phone calls. |
| Percent of families attending at least 2 Academic Parent-Teacher Teams (APTTs) | In 2016-17, 91 % of parents attended at least 2 of the 3 APTT meetings | Parents will be notified of all opportunities to be involved in the Charter School and their students' education. All communication will be provided in both English and Spanish and will be delivered using email, social media and parent link phone calls. | Parents will be notified of all opportunities to be involved in the Charter School and their students' education. All communication will be provided in both English and Spanish and will be delivered using email, social media and parent link phone calls. | Parents will be notified of all opportunities to be involved in the Charter School and their students' education. All communication will be provided in both English and Spanish and will be delivered using email, social media and parent link phone calls. |
| Number of PTSA members | In 2016-17, 124 families were active members in | Parents will be notified of all opportunities to be involved in the Charter School and their students' education. All communication will be provided in both English and Spanish and will be delivered using email, social media and parent link phone calls. | Parents will be notified of all opportunities to be involved in the Charter School and their students' education. All communication will be provided in both English and Spanish and will be delivered using email, social media and parent link phone calls. | Parents will be notified of all opportunities to be involved in the Charter School and their students' education. All communication will be provided in both English and Spanish and will be delivered using email, social media and parent link phone calls. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|-----------------------------------|---|---|--|
| | the John McCandless Charter PTSA. | <p>All parents will volunteer and/or participate in Academic Parent Teacher Teams where individual student progress will be shared and student goals will be set and evaluated.</p> <p>A Parent Committee will include a diverse parent group that is representative of the student population. The parent committee will meet regularly.</p> <p>Parent involvement rates will increase from the 2016-17.</p> | <p>All parents will volunteer and/or participate in Academic Parent Teacher Teams where individual student progress will be shared and student goals will be set and evaluated.</p> <p>A Parent Committee will include a diverse parent group that is representative of the student population. The parent committee will meet regularly.</p> <p>Parent involvement rates will increase from the 2017-18.</p> | <p>All parents will volunteer and/or participate in Academic Parent Teacher Teams where individual student progress will be shared and student goals will be set and evaluated.</p> <p>A Parent Committee will be established with efforts made to ensure a diverse parent group that is representative of the student population. The parent committee will meet regularly.</p> <p>Parent involvement rates will increase from the 2018-19.</p> |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

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

2017-18 Actions/Services

3.1
We will implement varied modes of home-to-school communication to inform parents and families of Parent Committee opportunities, school activities, and opportunities for involvement. All communication will be provided in both English and Spanish.

2018-19 Actions/Services

3.1
We will implement varied modes of home-to-school communication to inform parents and families of Parent Committee opportunities, school activities, and opportunities for involvement. All communication will be provided in both English and Spanish.

2019-20 Actions/Services

3.1
We will implement varied modes of home-to-school communication to inform parents and families of Parent Committee opportunities, school activities, and opportunities for involvement. All communication will be provided in both English and Spanish.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | See 1.2 | See 1.2 | See 1.2 |
| Source | Base | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Duplication - Lease for copy machines | 5000-5999: Services And Other Operating Expenditures Duplication - Lease for copy machines | 5000-5999: Services And Other Operating Expenditures Duplication - Lease for copy machines |

| | | | |
|------------------|--|--|--|
| Amount | \$1,000 | \$1000 | \$1000 |
| Source | Supplemental and Concentration | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures School Translation Services | 5000-5999: Services And Other Operating Expenditures School Translation Services | 5000-5999: Services And Other Operating Expenditures School Translation Services |
| Amount | | | |

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)

[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

2017-18 Actions/Services

3.2
We will provide varied opportunities for Parent/Family volunteer service which will be described in enrollment documents, student/parent handbooks, and/or student orientation information.

2018-19 Actions/Services

3.2
We will provide varied opportunities for Parent/Family volunteer service which will be described in enrollment documents, student/parent handbooks, and/or student orientation information.

2019-20 Actions/Services

3.2
We will provide varied opportunities for Parent/Family volunteer service which will be described in enrollment documents, student/parent handbooks, and/or student orientation information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Budget Reference | No additional costs for this action/service | No additional costs for this action/service | No additional costs for this action/service |

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) |
|--|---|
| All | 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) |
|--|--|---|
| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged Action | Unchanged Action | Unchanged Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 3.3 We will maintain a list of current parent involvement and volunteer opportunities published on the school webpage, newsletters, email, and social media. | 3.3 We will maintain a list of current parent involvement and volunteer opportunities published on the school webpage, newsletters, email, and social media. | 3.3 We will maintain a list of current parent involvement and volunteer opportunities published on the school webpage, newsletters, email, and social media. |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Budget Reference | No additional costs for this action/service | No additional costs for this action/service | No additional costs for this action/service |

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 4

The John McCandless Charter School will measure student achievement using multiple measures of local and statewide assessment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Information gained from assessing levels of student achievement is needed in order to tailor educational decisions to meet student learning needs and to evaluate curriculum and programs.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|---|---|---|
| Percent of eligible students tested on CAASPP | 2016-17 as a baseline: In 2016-17, the CAASPP was administered to 100% of students grades 3 and up. | All required statewide assessments (SBAC, CAASPP, CAST, ELPAC, etc.) will be administered. | All required statewide assessments (SBAC, CAASPP, CAST, ELPAC, etc.) will be administered. | All required statewide assessments (SBAC, CAASPP, CAST, ELPAC, etc.) will be administered. |
| Percent of eligible students tested on CAST | In 2016-17, a field test version of the CAST was administered to all eligible students (grade 5) so baseline data was not available. | All students, and subgroups of students, will exceed average performance levels of students, and subgroups of students, statewide | All students, and subgroups of students, will exceed average performance levels of students, and subgroups of students, statewide | All students, and subgroups of students, will exceed average performance levels of students, and subgroups of students, statewide |
| Percent of JMC students at or above grade level in math as compared to statewide performance | | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Percent of JMC students at or above level in ELA as compared to statewide performance | In 2016-17, 3rd through 5th graders were tested because JMC only served grades k-5 in the 16-17 school year. Results were as follows: 70% of JMC students were at or above grade level in math as compared to 37.6 % statewide. | on statewide assessments. | on statewide assessments. | on statewide assessments. |
| Percent of students who advance one or more levels on CELDT | 65% of JMC students were at or above grade level in ELA as compared to 48.6 % statewide. | All ELs will make progress toward English language proficiency at a rate that meets or exceeds average English language proficiency progress of students statewide. | All ELs will make progress toward English language proficiency at a rate that meets or exceeds average English language proficiency progress of students statewide. | All ELs will make progress toward English language proficiency at a rate that meets or exceeds average English language proficiency progress of students statewide. |
| Percent of students who receive reclassification | In 2017-18 EL students took the state required ELPAC for the first time. Data will be used to set a new baseline. In 2017-18, 5 of 21 EL students (24 %) were reclassified as RFEP. | All ELs will make progress toward English language proficiency at a rate that meets or exceeds 2016-17. | All ELs will make progress toward English language proficiency at a rate that meets or exceeds 2017-18. | All ELs will make progress toward English language proficiency at a rate that meets or exceeds 2018-19. |

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)

Location(s):

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

All

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)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[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

4.1
We will create, communicate, and implement a schoolwide assessment calendar to ensure all assessment timelines are met.

2018-19 Actions/Services

4.1
We will create, communicate, and implement a schoolwide assessment calendar to ensure all assessment timelines are met.

2019-20 Actions/Services

4.1
We will create, communicate, and implement a schoolwide assessment calendar to ensure all assessment timelines are met.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget

Reference

No additional costs for this action/service

No additional costs for this action/service

No additional costs for this action/service

Action 2

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

Students to be Served:

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

Location(s):

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

All

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

2017-18 Actions/Services

4.2
We will train teachers and staff on administration and proctoring of statewide assessments. The training will be done at staff meetings.

2018-19 Actions/Services

4.2
We will train teachers and staff on administration and proctoring of statewide assessments. The training will be done at staff meetings.

2019-20 Actions/Services

4.2
We will train teachers and staff on administration and proctoring of statewide assessments. The training will be done at staff meetings.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Budget Reference | No additional costs for this action/service | No additional costs for this action/service | No additional costs for this action/service |

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

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

4.3
We will implement data-driven intervention for students who are performing below grade level according to local and statewide assessment.

2018-19 Actions/Services

4.3
We will implement data-driven intervention for students who are performing below grade level according to local and statewide assessment.

2019-20 Actions/Services

4.3
We will implement data-driven intervention for students who are performing below grade level according to local and statewide assessment.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$1,300 | \$1,300 | \$1,450 |
| Source | Supplemental and Concentration | LCFF | LCFF |
| Budget Reference | 4000-4999: Books And Supplies DIBELS Assessment | 4000-4999: Books And Supplies DIBELS Assessment | 4000-4999: Books And Supplies DIBELS Assessment |

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

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

4.4

We will ensure teachers serving EL students meet or exceed credentialing requirements. Teachers will be hired and screened through LUSD Human Resources.

2018-19 Actions/Services

4.4

We will ensure teachers serving EL students meet or exceed credentialing requirements. Teachers will be hired and screened through LUSD Human Resources.

2019-20 Actions/Services

4.4

We will ensure teachers serving EL students meet or exceed credentialing requirements. Teachers will be hired and screened through LUSD Human Resources.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Budget Reference | No additional costs for this action/service | No additional costs for this action/service | No additional costs for this action/service |

Action 5

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

2017-18 Actions/Services

4.5
Test taking strategies will be embedded in ELA and mathematics curriculum. Teachers will be trained to do so during staff meetings and professional development opportunities.

2018-19 Actions/Services

4.5
Test taking strategies will be embedded in ELA and mathematics curriculum. Teachers will be trained to do so during staff meetings and professional development opportunities.

2019-20 Actions/Services

4.5
Test taking strategies will be embedded in ELA and mathematics curriculum. Teachers will be trained to do so during staff meetings and professional development opportunities.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Budget Reference | No additional costs for this action/service. | No additional costs for this action/service | No additional costs for this action/service |
| Budget Reference | Professional development as referenced in 2.2 | Professional development as referenced in 2.2 | Professional development as referenced in 2.2 |

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 5

The John McCandless Charter School will provide a safe, welcoming and inclusive environment for students and their families so that all students are in class and ready to learn every day.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Students need to be at school and in class in order to learn. Students are more likely to attend school on an ongoing basis when the climate is positive and students feel safe and welcome. Research shows that missing 10% or more of the school year correlates with poor academic performance.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|---|--|--|
| Percent average daily attendance (ADA) | 2016-17 as a baseline: | Average daily attendance for 2017-18 was 97.1%. | The average daily attendance (ADA) for 2018-19 will be at least 95%. | The average daily attendance (ADA) for 2019-20 will be at least 95%. |
| Percent of students with 7 or fewer absences | Average daily attendance for 2016-17 was 96.9%. In 2016-17, 78 % of students had fewer than seven absences. | In 2017-18, 74% of students had fewer than seven absences which was slightly less than 2016-17 (78%). | 80% of enrolled students will have fewer than seven absences. | 80% of enrolled students will have fewer than seven absences. |
| Number of Student Study Teams held to address behavior challenges and create | In 2016-17, 28 student study teams were held | Student Study Team meetings were held for | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|---------|---------|
| plans for behavior modification or adaptation. | to address behavior challenges and create plans for behavior modification or adaptation. | 14 students to address behavior challenges and create plans for behavior modification or adaptation. | | |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

5.1

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

Unchanged Action

2018-19 Actions/Services

5.1

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

Modified Action

2019-20 Actions/Services

5.1

We will articulate attendance expectations in the Student Handbook, on the school website and at parent meetings. All parents will be required to sign an attendance contract where they commit to making every effort toward the 95% goal.

We will articulate attendance expectations in the Student Handbook, on the school website and at parent meetings. All parents will be required to sign an attendance contract where they commit to making every effort toward the 95% goal.

We will articulate attendance expectations in the Student Handbook, on the school website and at parent meetings. All parents will be required to sign an attendance contract where they commit to making every effort toward the 95% goal. We will provide transportation for students to get to school regularly.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$2,200 | \$1,500 | \$0 |
| Source | Supplemental and Concentration | LCFF | LCFF |
| Budget Reference | 4000-4999: Books And Supplies Duplication of Student Handbook | 4000-4999: Books And Supplies Duplication of Student Handbook | 4000-4999: Books And Supplies Duplication of Student Handbook as referenced in 1.2 |
| Amount | | | \$40,000 |
| Source | | | LCFF |
| Budget Reference | | | 5000-5999: Services And Other Operating Expenditures Transportation |
| Amount | \$1,000 | | |
| Source | Base | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Translation services will be provided through School Translations as referenced in 3.1 | 5000-5999: Services And Other Operating Expenditures Translation services will be provided through School Translations as referenced in 3.1 | 5000-5999: Services And Other Operating Expenditures Translation services will be provided through School Translations as referenced in 3.1 |

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)

[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

2017-18 Actions/Services

5.2
We will clearly define and articulate attendance protocols to parents in multiple ways.

2018-19 Actions/Services

5.2
We will clearly define and articulate attendance protocols to parents in multiple ways.

2019-20 Actions/Services

5.2
We will clearly define and articulate attendance protocols to parents in multiple ways.**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Budget Reference | No additional costs for this action/service | No additional costs for this action/service | No additional costs for this action/service |

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)

All
[Add Students to be Served selection here]

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)

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)

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

5.3
We will use a Positive Behavior Intervention and Support (PBIS) model to promote early identification and early intervention for students who are struggling academically, behaviorally, or with attendance. Teachers will be trained through on site coaching and support provided by principal and at staff meetings.

2018-19 Actions/Services

5.3
We will use a Positive Behavior Intervention and Support (PBIS) model to promote early identification and early intervention for students who are struggling academically, behaviorally, or with attendance. Teachers will be trained through on site coaching and support provided by principal and at staff meetings.

2019-20 Actions/Services

5.3
We will use a Positive Behavior Intervention and Support (PBIS) model to promote early identification and early intervention for students who are struggling academically, behaviorally, or with attendance. Teachers will be trained through on site coaching and support provided by principal and at staff meetings.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Budget Reference | No additional costs for this action/service | No additional costs for this action/service | No additional costs for this action/service |

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

5.4
Student involvement in the school community will be promoted through school events, and enrichment activities so students feel a sense of connectedness and community. Enrichment activities will be provided by the school staff.

2018-19 Actions/Services

5.4
Student involvement in the school community will be promoted through school events, and enrichment activities so students feel a sense of connectedness and community. Enrichment activities will be provided by the school staff.

2019-20 Actions/Services

5.4
Student involvement in the school community will be promoted through school events, and enrichment activities so students feel a sense of connectedness and community. Enrichment activities will be provided by the school staff.

Budgeted Expenditures

| | | | |
|------------------|--|--|--|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$100 | \$100 | \$100 |
| Source | Supplemental and Concentration | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Entry fees for academic competitions | 5000-5999: Services And Other Operating Expenditures Entry fees for academic competitions | 5000-5999: Services And Other Operating Expenditures Entry fees for academic competitions |
| Amount | \$200 | \$200 | \$200 |
| Source | Supplemental and Concentration | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Transportation to and from academic events | 5000-5999: Services And Other Operating Expenditures Transportation to and from academic events | 5000-5999: Services And Other Operating Expenditures Transportation to and from academic events |

Action 5

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
[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)

[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)

All Schools
[Add Location(s) selection here]

Actions/Services

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

New Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services

5.5
Health services will be provided through Lincoln Unified.

2018-19 Actions/Services

5.5
Health services will be provided through Lincoln Unified.

2019-20 Actions/Services

5.5
Health services will be provided through Lincoln Unified.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$8,200 | \$8,200 | \$9,400 |
| Source | Base | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Lincoln District Nurse | 5000-5999: Services And Other Operating Expenditures Lincoln District Nurse | 5000-5999: Services And Other Operating Expenditures Lincoln District Nurse |

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 6

The John McCandless Charter School will provide a school climate that results in all students, staff and families feeling safe and minimizes student suspensions and expulsions.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Students need to be present at school to benefit from instruction. Research shows that clear behavior expectations and procedures for rectification of inappropriate behavior will result in fewer students suspensions and expulsions.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|---|---|
| Percent of students suspended for 1 or more days | 2016-17 as a baseline: In 2016-17, 15 of 342, 4.4 %, of JMC students were suspended for one or more days as compared to the District rate of 6.5 %. | A pupil suspension rate lower than the District suspension rate will be maintained. | A pupil suspension rate lower than the District suspension rate will be maintained. | A pupil suspension rate lower than the District suspension rate will be maintained. |
| Percent of students expelled. | | A pupil expulsion rate lower than the District suspension rate will be maintained. | A pupil expulsion rate lower than the District suspension rate will be maintained. | A pupil expulsion rate lower than the District suspension rate will be maintained. |
| School climate survey rating on a 5-point Likert scale where 5 is the highest rating. | In 2016-17, 1 of 342 students, 0.3 %, were | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|--|--|--|--|
| | <p>expelled as compared to the District rate of .68 %.</p> <p>The 2016-17 school climate survey resulted in a rating of 4.6 on a 5 point Likert scale.</p> | <p>School-wide suspension and expulsion rates will be lower than 2016-17.</p> <p>All staff, families and students will feel safe on the school campus as measured by a school-climate survey rating of 4.5 or higher on a 5 point Likert scale where 5 is the highest possible rating.</p> | <p>School-wide suspension and expulsion rates will be lower than 2017-18.</p> <p>All staff, families and students will feel safe on the school campus as measured by a school-climate survey rating of 4.5 or higher on a 5 point Likert scale where 5 is the highest possible rating.</p> | <p>School-wide suspension and expulsion rates will be lower than 2018-19.</p> <p>All staff, families and students will feel safe on the school campus as measured by a school-climate survey rating of 4.5 or higher on a 5 point Likert scale where 5 is the highest possible rating.</p> |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

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

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

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

| Unchanged Action | Unchanged Action | Unchanged Action |
|--|--|--|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| 6.2 We will articulate and communicate behavioral expectations to parents and students. | 6.2 We will articulate and communicate behavioral expectations to parents and students. | 6.2 We will articulate and communicate behavioral expectations to parents and students. |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Budget Reference | No additional costs for this action/service | No additional costs for this action/service | No additional costs for this action/service |

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 7

Students will have access to a broad course of study, including mathematics, English, social science, science, physical education, health, visual and performing arts with supplemental instructional supports for ELs and students with disabilities, as appropriate.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Students need access to a variety of subjects and programs and their access cannot be impeded by need for academic support or intervention.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|--|--|
| Percent of teacher schedules demonstrating all subject matter being taught. | 2016-17 as a baseline: In 2016-17, 100% of teacher schedules reflected all subject matter being taught. | 100% of students including all student subgroups, unduplicated students, and students with exceptional needs will have access to all core and non-core subjects available. | 100% of students including all student subgroups, unduplicated students, and students with exceptional needs will have access to all core and non-core subjects available. | 100% of students including all student subgroups, unduplicated students, and students with exceptional needs will have access to all core and non-core subjects available. |
| Percent of students participating in Genius Hour elective courses. | In 2016-17, 100 % of the students in grades 1-5 participated in the Genius Hour courses. | | | |
| Percent of students with disabilities receiving instructional supports. | | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|---------|---------|---------|
| | In 2016-17, 100% of students with disabilities receive instructional support as described in their Individualized Education Plans or 504 plans. | | | |

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

Unchanged Action

2017-18 Actions/Services

7.1

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

Unchanged Action

2018-19 Actions/Services

7.1

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

Unchanged Action

2019-20 Actions/Services

7.1

We will create and staff a master schedule that allows all students appropriate access to a broad course of study including including mathematics, English, social science, science, physical education, health, and art.

We will create and staff a master schedule that allows all students appropriate access to a broad course of study including including mathematics, English, social science, science, physical education, health, and art.

We will create and staff a master schedule that allows all students appropriate access to a broad course of study including including mathematics, English, social science, science, physical education, health, and art.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Budget Reference | Instructional materials and supplies as referenced in 1.2 | Instructional materials and supplies as referenced in 1.2 | Instructional materials and supplies as referenced in 1.2 |
| Budget Reference | Duplication of materials as referenced in 1.2 | Duplication of materials as referenced in 1.2 | Duplication of materials as referenced in 1.2 |

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)

Specific Student Groups: Students with disabilities
 [Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
 Foster Youth
 Low Income
 [Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
 [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

7.2
We will develop and implement supplemental instructional supports for ELs and students with disabilities, as appropriate.

2018-19 Actions/Services

7.2
We will develop and implement supplemental instructional supports for ELs and students with disabilities, as appropriate.

2019-20 Actions/Services

7.2
We will develop and implement supplemental instructional supports for ELs and students with disabilities, as appropriate.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|---|
| Amount | \$7,590 | \$200 | |
| Source | Supplemental and Concentration | LCFF | LCFF |
| Budget Reference | 4000-4999: Books And Supplies Supplemental materials | 4000-4999: Books And Supplies Supplemental materials | 4000-4999: Books And Supplies Supplemental materials as referenced in 1.2 |

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 8

All John McCandless Charter School students will demonstrate grade level proficiency in English Language Arts/Literacy, Mathematics, Social Sciences, Science, Physical Education, Social and Civic Responsibility, and STEM courses/activities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

In addition to annual standardized testing, student performance in required areas of study needs to be measured with a variety of formal and authentic assessment tools.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|--|--|
| Percent of JMC students at or above grade level in math as compared to District performance | Since only 3rd graders were tested in 2015-16, the 2016-17 data from 3rd-5th grade students will be used as a new baseline: | The Charter School average will be at or above the District's statewide testing average for performance in all core subject areas. | The Charter School average will be at or above the District's statewide testing average for performance in all core subject areas. | The Charter School average will be at or above the District's statewide testing average for performance in all core subject areas. |
| Percent of JMC students at or above level in ELA as compared to District performance | Results from 2017 SBAC were as follows: 70% of JMC students were at or above grade level in math as compared to 30% District-wide. | Student proficiency will be demonstrated using multiple assessment strategies. | Student proficiency will be demonstrated using multiple assessment strategies. | Student proficiency will be demonstrated using multiple assessment strategies. |
| Number of students who participate in county or | | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|--|--|--|
| <p>statewide academic events</p> <p>Number of students participating in visual and performing arts.</p> | <p>65% of JMC students were at or above grade level in ELA as compared to 47% District-wide.</p> <p>In 2016-17, 45 students participated in the SJCOE Science Olympiad, Math Olympiad, and Spelling Bee.</p> <p>In 2016-17, 51 students participated in band or chorus.</p> | <p>Students will participate in county or statewide academic events or challenges and participation rate will be monitored annually.</p> <p>Opportunities for students to participate in visual and performing arts will increase from 2016 -17.</p> | <p>Students will participate in county or statewide academic events or challenges and participation rate will be monitored annually.</p> <p>Opportunities for students to participate in visual and performing arts will increase from 2017 -18.</p> | <p>Students will participate in county or statewide academic events or challenges and participation rate will be monitored annually.</p> <p>Opportunities for students to participate in visual and performing arts will increase from 2018 -19.</p> |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

8.1
Teachers will receive professional development regarding current curriculum design, data analysis and assessment.

2018-19 Actions/Services

8.1
Teachers will receive professional development regarding current curriculum design, data analysis and assessment.

2019-20 Actions/Services

8.1
Teachers will receive professional development regarding current curriculum design, data analysis and assessment.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Budget Reference | No additional costs for this action/service | No additional costs for this action/service | No additional costs for this action/service |

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)

[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

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

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

Unchanged Action

2017-18 Actions/Services

8.2
Multiple measures of assessment will be used in all subject areas. Assessment tools will include written assessment, student portfolios, and curations of student work.

2018-19 Actions/Services

8.2
Multiple measures of assessment will be used in all subject areas. Assessment tools will include written assessment, student portfolios, and curations of student work.

2019-20 Actions/Services

8.2
Multiple measures of assessment will be used in all subject areas. Assessment tools will include written assessment, student portfolios, and curations of student work.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Budget Reference | No additional costs for this action/service | No additional costs for this action/service | No additional costs for this action/service |

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

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

8.3
Music instruction will be provided at all grade levels. Band and chorus will be offered at grades 4 and up.

2018-19 Actions/Services

8.3
Music instruction will be provided at all grade levels. Band and chorus will be offered at grades 4 and up.

2019-20 Actions/Services

8.3
Music instruction will be provided at all grade levels. Band and chorus will be offered at grades 4 and up.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|---|
| Amount | \$20,000 | \$20,000 | \$0 |
| Source | Supplemental and Concentration | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures .3 FTE Music teacher bill-back | 5000-5999: Services And Other Operating Expenditures .4 FTE music teacher bill-back | 5000-5999: Services And Other Operating Expenditures .45 FTE music teacher bill-back included in costs associated with 1.1 |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$295,941

Percentage to Increase or Improve Services

8.06%%

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).

John McCandless Charter School, with input from its stakeholders, has determined that it is appropriate to utilize our supplemental and concentration funds in a charter-wide manner. The above funds are principally directed for the use of supports and services to all students at John McCandless. Staffing and services supported through our supplemental and concentration funds, and written in our three-year plan, include the following: music instruction for students in 4th through 7th grade to be provided by a credentialed music teacher; the cost of substitute teachers so that all of our teachers can receive professional development aligned to the standards (CCSS and NGSS), collaborate around research-based instructional practices and the use of data to inform instruction, and meet with families to address their student's academic performance and learn effective strategies to support their individual student; the purchase of research-based materials and instructional supplies specifically related to the assessment of foundational reading skills and reading intervention for any student in need; the development and distribution of a student handbook provided in both English and Spanish; and funds to support participation in academic competitions and activities, including transportation. We believe these services and supports effectively address the needs of all of our students, including those who are low income, English learners, and/or foster youth. Although our unduplicated count of students is 40.31%% which falls below the 55% mark, we have carefully considered how best to direct our funds and believe the utilization of these funds in a charter wide manner is most appropriate. We believe the actions and services written, as well as the identified use of our funds, will meet the goals for unduplicated pupils in all of the state and local priority areas.

Enrollment at John McCandless includes 40.31% unduplicated pupils. The actions and services we will provide to all of our students include high quality instruction, provided by highly trained and credentialed teachers in all of our classrooms. Teachers utilize identified best practices in their instruction and incorporate technology daily in their classrooms, including use by both teachers and students. Many of the digital tools provided to all students allow for differentiated learning based on student need, including some materials that provide for translation and adjusted reading levels. English learners are provided daily with both integrated and

designated ELD to address their individual needs in the process of learning English. GLAD strategies are used in every classroom. Little Latin Leadership meets weekly to provide additional opportunities for EL students to receive language-based intervention and enrichment. Teachers meet regularly to analyze data and student needs so that instruction can be adjusted and adapted to meet the needs of all students including those who make up the unduplicated student count. Students are provided 7 four week blocks of instruction in their "Genius Hour" four days per week, which provide multiple opportunities to address both intervention and enrichment. A school wide positive behavior support system addresses the needs of all learners and provides a system whereby student needs are identified and met using a multi tiered system of supports for both behavior and learning. Attendance is carefully monitored for all students and meetings are scheduled to identify and implement strategies to support families who struggle to get their students to school regularly and on time. Communication between school and home is strongly supported through social media, school and classroom websites, newsletters, parent-link phone calls, and regular school wide events that provide opportunities for parents and guardians to interact with both administration and school staff. We believe that the above efforts will result in increased services to our unduplicated pupils in alignment with the identified proportionality requirement.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$255,304

8.3%

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).

John McCandless Charter School, with input from its stakeholders, has determined that it is appropriate to utilize our supplemental and concentration funds in a charter-wide manner. The above funds are principally directed for the use of supports and services to all students at John McCandless. Staffing and services supported through our supplemental and concentration funds, and written in our three-year plan, include the following: music instruction for students in 4th through 7th grade to be provided by a credentialed music teacher; the cost of substitute teachers so that all of our teachers can receive professional development aligned to the standards (CCSS and NGSS), collaborate around research-based instructional practices and the use of data to inform instruction, and meet with families to address their student's academic performance and learn effective strategies to support their individual student; the purchase of research-based materials and instructional supplies specifically related to the assessment of foundational reading skills and reading intervention for any student in need; the development and distribution of a student handbook provided in both English and Spanish; and funds to support participation in academic competitions and activities, including transportation. We believe these services and supports effectively address the needs of all of our students, including those who are low income, English learners, and/or foster youth. Although our unduplicated count of students is 41.8% which falls below the 55% mark, we have carefully considered how best to direct our funds and believe the utilization of these funds in a charter wide manner is most appropriate. We believe the actions and services written, as well as the identified use of our funds, will meet the goals for unduplicated pupils in all of the state and local priority areas.

Enrollment at John McCandless includes 41.8% unduplicated pupils. The actions and services we will provide to all of our students include high quality instruction, provided by highly trained and credentialed teachers in all of our classrooms. Teachers utilize identified best practices in their instruction and incorporate technology daily in their classrooms, including use by both teachers and students. Many of the digital tools provided to all students allow for differentiated learning based on student need, including some materials that provide for translation and adjusted reading levels. English learners are provided daily with both integrated and designated ELD to address their individual needs in the process of learning English. GLAD strategies are used in every classroom. Little Latin Leadership meets weekly to provide additional opportunities for EL students to receive language-based intervention and enrichment. Teachers meet regularly to analyze data and student needs so that instruction can be adjusted and adapted to meet the needs of all students including those who make up the unduplicated student count. Students are provided 7 four week blocks of instruction in their "Genius Hour" four days per week, which provide multiple opportunities to address both intervention and enrichment. A school wide positive behavior support system addresses the needs of all learners and provides a system whereby student needs are identified and met using a multi tiered system of supports for both behavior and learning. Attendance is carefully monitored for all students and meetings are scheduled to identify and implement strategies to support families who struggle to get their students to school regularly and on time. Communication between school and home is strongly supported through social media, school and classroom websites, newsletters, parent-link phone calls, and regular school wide events that provide opportunities for parents and guardians to interact with both administration and school staff. We believe that the above efforts will result in increased services to our unduplicated pupils in alignment with the identified proportionality requirement.

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$39,289

4.91%

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).

John McCandless Charter School, with input from its stakeholders, has determined that it is appropriate to utilize our supplemental and concentration funds in a charter-wide manner. The above funds are principally directed for the use of supports and services to all students at John McCandless. Staffing and services supported through our supplemental and concentration funds, and written in our plan for the next three years, include the following: music instruction for students in 4th through 7th grade to be provided by a credentialed music teacher; the cost of substitute teachers so that all of our teachers can receive professional development aligned to the standards (CCSS and NGSS), collaborate around research-based instructional practices and the use of data to inform instruction, and meet with families to address their student's academic performance and learn effective strategies to support their individual student; the purchase of research-based materials and instructional supplies specifically related to the assessment of foundational reading skills and reading intervention for any student in need; the development and distribution of a student handbook provided in both English and Spanish; and funds to support participation in academic competitions and activities, including transportation. We believe these services and supports effectively address the needs of all of our students, including those who are low income, English learners, and/or foster youth. Although our unduplicated count of students is 41.48% which falls below the 55% mark, we have carefully considered how best to direct our funds and believe the utilization of these funds in a charter wide manner is most appropriate. We believe the actions and services written, as well as the identified use of our funds, will meet the goals for unduplicated pupils in all of the state and local priority areas.

Enrollment at John McCandless includes 41.48% unduplicated pupils. The actions and services we will provide to all of our students include high quality instruction, provided by highly trained and credentialed teachers in all of our classrooms. Teachers utilize identified best practices in their instruction and incorporate technology daily in their classrooms, including use by both teachers and students. Many of the digital tools provided to all students allow for differentiated learning based on student need, including some materials that provide for translation and adjusted reading levels. English learners are provided daily with both integrated and designated ELD to address their individual needs in the process of learning English. GLAD strategies are used in every classroom. Little Latin Leadership meets weekly to provide additional opportunities for EL students to receive language-based intervention and enrichment. Teachers meet regularly to analyze data and student needs so that instruction can be adjusted and adapted to meet the needs of all students including those who make up the unduplicated student count. Students are provided 7 four week blocks of instruction in their "Genius Hour" four days per week, which provide multiple opportunities to address both intervention and

enrichment. A school wide positive behavior support system addresses the needs of all learners and provides a system whereby student needs are identified and met using a multi tiered system of supports for both behavior and learning. Attendance is carefully monitored for all students and meetings are scheduled to identify and implement strategies to support families who struggle to get their students to school regularly and on time. Communication between school and home is strongly supported through social media, school and classroom websites, newsletters, parent-link phone calls, and regular school wide events that provide opportunities for parents and guardians to interact with both administration and school staff. We believe that the above efforts will result in increased services to our unduplicated pupils in alignment with the identified proportionality requirement.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|--------------------------------------|--------------------------------------|------------------------------------|--------------|--------------|--------------|--|
| Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Funding Sources | 3,281,885.00 | 3,437,433.00 | 2,408,872.00 | 3,281,885.00 | 3,678,610.00 | 9,369,367.00 |
| Base | 0.00 | 0.00 | 2,235,123.00 | 0.00 | 0.00 | 2,235,123.00 |
| LCFF | 3,281,885.00 | 3,437,433.00 | 0.00 | 3,281,885.00 | 3,678,610.00 | 6,960,495.00 |
| Supplemental and Concentration | 0.00 | 0.00 | 173,749.00 | 0.00 | 0.00 | 173,749.00 |

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

| Total Expenditures by Object Type | | | | | | |
|---|---|---|----------------|----------------|----------------|--|
| Object Type | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | 3,281,885.00 | 3,437,433.00 | 2,408,872.00 | 3,281,885.00 | 3,678,610.00 | 9,369,367.00 |
| 1000-1999: Certificated Personnel Salaries | 1,753,673.00 | 1,769,851.00 | 1,324,094.00 | 1,753,673.00 | 2,026,539.00 | 5,104,306.00 |
| 2000-2999: Classified Personnel Salaries | 241,647.00 | 233,379.00 | 247,456.00 | 241,647.00 | 334,646.00 | 823,749.00 |
| 3000-3999: Employee Benefits | 472,493.00 | 457,286.00 | 402,891.00 | 472,493.00 | 591,921.00 | 1,467,305.00 |
| 4000-4999: Books And Supplies | 15,000.00 | 37,700.00 | 39,512.00 | 15,000.00 | 57,300.00 | 111,812.00 |
| 5000-5999: Services And Other Operating Expenditures | 174,987.00 | 197,189.00 | 153,495.00 | 174,987.00 | 257,370.00 | 585,852.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 140,200.00 | 140,200.00 | 118,100.00 | 140,200.00 | 180,400.00 | 438,700.00 |
| 5900: Communications | 24,000.00 | 24,000.00 | 0.00 | 24,000.00 | 24,000.00 | 48,000.00 |
| 6000-6999: Capital Outlay | 303,453.00 | 421,396.00 | 0.00 | 303,453.00 | 0.00 | 303,453.00 |
| 7000-7439: Other Outgo | 156,432.00 | 156,432.00 | 123,324.00 | 156,432.00 | 206,434.00 | 486,190.00 |

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

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|---|--------------------------------|---|---------------------------------------|--------------|--------------|--------------|--|
| Object Type | Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | All Funding Sources | 3,281,885.00 | 3,437,433.00 | 2,408,872.00 | 3,281,885.00 | 3,678,610.00 | 9,369,367.00 |
| 1000-1999: Certificated Personnel Salaries | Base | 0.00 | 0.00 | 1,303,094.00 | 0.00 | 0.00 | 1,303,094.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF | 1,753,673.00 | 1,769,851.00 | 0.00 | 1,753,673.00 | 2,026,539.00 | 3,780,212.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental and Concentration | 0.00 | 0.00 | 21,000.00 | 0.00 | 0.00 | 21,000.00 |
| 2000-2999: Classified Personnel Salaries | Base | 0.00 | 0.00 | 247,456.00 | 0.00 | 0.00 | 247,456.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 241,647.00 | 233,379.00 | 0.00 | 241,647.00 | 334,646.00 | 576,293.00 |
| 3000-3999: Employee Benefits | Base | 0.00 | 0.00 | 400,632.00 | 0.00 | 0.00 | 400,632.00 |
| 3000-3999: Employee Benefits | LCFF | 472,493.00 | 457,286.00 | 0.00 | 472,493.00 | 591,921.00 | 1,064,414.00 |
| 3000-3999: Employee Benefits | Supplemental and Concentration | 0.00 | 0.00 | 2,259.00 | 0.00 | 0.00 | 2,259.00 |
| 4000-4999: Books And Supplies | Base | 0.00 | 0.00 | 28,422.00 | 0.00 | 0.00 | 28,422.00 |
| 4000-4999: Books And Supplies | LCFF | 15,000.00 | 37,700.00 | 0.00 | 15,000.00 | 57,300.00 | 72,300.00 |
| 4000-4999: Books And Supplies | Supplemental and Concentration | 0.00 | 0.00 | 11,090.00 | 0.00 | 0.00 | 11,090.00 |
| 5000-5999: Services And Other Operating Expenditures | Base | 0.00 | 0.00 | 132,195.00 | 0.00 | 0.00 | 132,195.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 174,987.00 | 197,189.00 | 0.00 | 174,987.00 | 257,370.00 | 432,357.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental and Concentration | 0.00 | 0.00 | 21,300.00 | 0.00 | 0.00 | 21,300.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF | 140,200.00 | 140,200.00 | 0.00 | 140,200.00 | 180,400.00 | 320,600.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Supplemental and Concentration | 0.00 | 0.00 | 118,100.00 | 0.00 | 0.00 | 118,100.00 |
| 5900: Communications | LCFF | 24,000.00 | 24,000.00 | 0.00 | 24,000.00 | 24,000.00 | 48,000.00 |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|---|-----------------------|---|---|----------------|----------------|----------------|--|
| Object Type | Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| 6000-6999: Capital Outlay | Base | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6000-6999: Capital Outlay | LCFF | 303,453.00 | 421,396.00 | 0.00 | 303,453.00 | 0.00 | 303,453.00 |
| 7000-7439: Other Outgo | Base | 0.00 | 0.00 | 123,324.00 | 0.00 | 0.00 | 123,324.00 |
| 7000-7439: Other Outgo | LCFF | 156,432.00 | 156,432.00 | 0.00 | 156,432.00 | 206,434.00 | 362,866.00 |

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

| Total Expenditures by Goal | | | | | | |
|-----------------------------------|---|---|----------------|----------------|----------------|--|
| Goal | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| Goal 1 | 3,202,985.00 | 3,336,392.00 | 2,344,023.00 | 3,202,985.00 | 3,550,060.00 | 9,097,068.00 |
| Goal 2 | 46,400.00 | 66,400.00 | 23,259.00 | 46,400.00 | 76,400.00 | 146,059.00 |
| Goal 3 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 3,000.00 |
| Goal 4 | 1,300.00 | 1,000.00 | 1,300.00 | 1,300.00 | 1,450.00 | 4,050.00 |
| Goal 5 | 10,000.00 | 10,000.00 | 11,700.00 | 10,000.00 | 49,700.00 | 71,400.00 |
| Goal 6 | | | 0.00 | 0.00 | 0.00 | 0.00 |
| Goal 7 | 200.00 | 200.00 | 7,590.00 | 200.00 | 0.00 | 7,790.00 |
| Goal 8 | 20,000.00 | 22,441.00 | 20,000.00 | 20,000.00 | 0.00 | 40,000.00 |

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

| Expenditures Contributing to Increased/Improved Requirement by Funding Source | | | | | |
|--|---|---|----------------|----------------|----------------|
| Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 |
| All Funding Sources | | | | | |

| Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source | | | | | |
|--|---|---|----------------|----------------|----------------|
| Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 |
| All Funding Sources | | | | | |