

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Encore High School For The Arts - Riverside	Denise Griffin Chief Executive Officer	denise@encorehighschool.com 760/956-2632

2017-20 Plan Summary

The Story

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

Encore High School for the Arts-Riverside is a direct-funded charter school, authorized by the Riverside Unified School District, and serving grades 7 through 12. Encore opened in Riverside in September 2015 with 420 students, and expects to go up to a maximum of 1,200 students within 5 years. The school's location in downtown Riverside near the Mission Inn incorporates multiple locations in the central metro area. Students have academics in the main building, then conservatory courses in separate buildings. Students have a 1-hour lunch/study hall when they have the opportunity to meet with teachers and/or tutors. Riverside is known as the City for the Arts and Innovation, and was selected as the most suitable site for this second Encore charter school. Encore-Riverside was preceded in 2008 by Encore Junior/Senior High School for the Arts which opened in Hesperia, and was created to help young people find their passion in art and to rigorously explore the opportunities within that passion. The ideal candidate for Encore-Riverside is seeking a non-traditional educational setting, and is highly motivated, with an interest in performing and/or technical arts. This applicant has aspirations of higher education and possibly a career in one of the many arts fields upon completion of college. Whether the student is highly talented or just an arts enthusiast, the appreciation and study of the arts will provide motivation.

LCAP Highlights

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

Encore works continuously to improve the school's offerings and achievements. This year the focus will be on:

- Increasing student academic achievement

- Offering a wide variety of classes that appeal to and include all students
- Hiring and retaining qualified teachers
- Increasing the number of students who are A-G qualified upon graduation
- Increasing parental involvement in school activities and decisions
- Adding a college and career center
- Maintaining and improving school facilities

Review of Performance

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

Greatest Progress

Encore's Dashboard Equity Report for Fall 2017 shows a Blue Level for English Learner Progress and Graduation Rate. College admissions for the Class of 2018 to date are very encouraging and show that students were accepted at more than fifty institutions of higher learning. Overall Encore students have received more than three million dollars in scholarships. Encore will continue to provide the creative, challenging, and nurturing environment that allows its students to succeed.

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

Greatest Needs

Encore showed Orange Levels for Suspension Rate (7-12), English Language Arts (7-8) and Mathematics (7-8). Steps will be taken to improve student engagement and to increase student achievement in ELA and Math. (Steps for improvement)

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

Performance Gaps

N/A

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

Increased or Improved services

For low-income students, English Learners, and foster youth Encore will be focusing on reinforcing fundamentals in math and grammar. It is clear that working on addition, subtraction, multiplication, division, spelling, and vocabulary is necessary to help students improve. Funds will be used for contests, games, field trips, and rewards for students working to fill in gaps of fundamental learning. Mentor coaches and an EL coordinator will help improve achievements of pupils within low income, foster youth, and English Learner designations. Struggling students in these designations will be offered a variety of assistance programs including tutoring.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 8,754,599
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 4,952,578

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

Encore uses a targeted approach for funding specific LCAP Planned Actions/Services, showing only the specific additional costs for that Planned Action/Service rather than the total schoolwide expenditures. These specific LCAP goals are approximately 56.6% of total General Fund expenses.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 7,856,614

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Encore administration will hire and retain highly qualified, credentialed teachers within the subject area of instruction for all core instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1, 7, and 8

Local Priorities: Same

Annual Measureable Outcomes

Expected

Teachers hired for core curriculum must possess an interim eligible credential minimum in the appropriate course of study. Teachers will have to follow state guidelines to clear credential. 100% of core teachers will possess appropriate credential.

Encore will take all necessary measures to ensure that students have access and are enrolled in all required areas of study each year.

Actual

Encore added more in-depth career technical education credentials for non-core instructors. The responsibilities of the Executive Director in Fall 2017 shifted to increase emphasis on professional development. All of Encore's teachers met Goal #1.

Encore continues to closely monitor course offerings and each student's program to ensure they have choices in pursuing further study.

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
Retain and hire Highly Qualified Teachers for all core courses as positions become available, maintain clerical support for school operations, administration costs, and substitute teacher/paraprofessional costs.	With mentor teachers for new hires, Encore was able to actively survey and retain its teachers. Encore watched over competitive salary schedules to make sure that hiring remained competitive. Encore also supported hiring from within.	\$2,146,300 from LCFF/General Funding for Certificated Salaries (incl substitutes)	\$2,654,887

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.

GOAL #1

Encore administration will hire and retain highly qualified, credentialed teachers within the subject area of instruction for all core instruction.

In the 2017-18 school year, Human Resources and Dean of Academics were trained on how to make sure that Encore can offer specific support for teachers that are in process, especially during a teacher shortage. Encore also watched over competitive salary schedules to make sure that hiring remained competitive, while supporting hiring from within.

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

Very effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes

Goal 2

Encore will engage a variety of methods to deliver academic content and performance standards as adopted by the state board for all pupils, including English Learners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1, 2, 4, 7, and 8

Local Priorities: Same

Annual Measureable Outcomes

Expected

Actual

All teacher/unit lesson plans will demonstrate implementation of CCSS for all students, including ELs.

Review of teacher unit/lesson plans showed that Goal #2 was met.

A percentage of ELs will become English Proficient.

128 EL students (12.5%) were English Proficient in 2017-18.

Expected

Actual

A percentage of ELs will be reclassified.

1.8% EL students were reclassified FEP in 2017-18.

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
Encore will add classroom technology and update classroom resources to reflect the CCSS curriculum.	Work in this area is ongoing.	\$60,000 from LCFF/General Funding for Technology Update	\$64,250

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Encore will continue with annual professional development that will include lead teachers and Academic Director attending workshops and seminars, then re-teaching to the faculty.	Action completed.	\$20,000 from Title II Funding for Professional Development	\$12,704

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Encore will update teacher resources and replace outdated materials at the junior high level.	Teacher resources were updated and outdated materials at the junior high level were replaced.	\$90,000 from Title I Funding (RTI and SST Coaches \$80,000, Summer School \$10,000)	\$64,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Encore will offer a variety of curriculum-based field trips to differentiate instruction.	Field trips implemented as planned.	\$60,000 from Title I Funding for Curriculum-based Field Trips	\$28,490

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.

GOAL #2

Encore will engage a variety of methods to deliver academic content and performance standards as adopted by the state board for all pupils, including English Learners.

In the 2017-18 school year, Encore did a complete audit of all coursework. Plans for the coming year include implementing 1 to 1 technology for all grade levels and redefining the pace for advanced students. 128 EL students (12.5%) were English Proficient in 2017-18. 1.8% EL students were reclassified FEP in 2017-18. Encore will be implementing extended services for EL and ELA/Math remediation.

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

Very effective. Goal #2 has been met, but it is constantly under refinement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes

Goal 3

Encore will offer a wide variety of courses that will make sure that more students are A-G qualified, and to appeal to and include all students, giving each student the tools to apply for college or university, engagement that cultivates inclusion in school activities, and interest that keeps students in school. Encore will add an active college and career center to help students plan for life after high school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 2, 4, 5, 6, and 7

Local Priorities: Same

Annual Measureable Outcomes

Expected	Actual
Annual end-of-year surveys will provide direction as to which courses to add.	Encore created additional A-G courses as a result of the annual student surveys.
Graduation rates will increase.	As of Fall 2017, the graduation rate for all students increased by 12.4% for a total rate of 95.4%.
Dropout rates will decrease.	The 2016-17 dropout rate decreased to 0.2%.

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>Encore is using the Cyber High curriculum to help students with credit recovery to make sure that the percentage of students prepared for college entry increases.</p>	<p>In 2017-18 Encore implemented a robust credit recovery program to put students on target for A-G Course acceptance.</p>	<p>\$420,000 from LCFF/General Funding as follows: Classroom Supplies \$150,000 Classroom Incentives \$20,000 Textbooks \$100,000 Resource Materials \$100,000 Classroom Furniture \$50,000</p>	<p>\$162,000</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.

GOAL #3

Encore will offer a wide variety of courses that will make sure that more students are A-G qualified, and to appeal to and include all students, giving each student the tools to apply for college or university, engagement that cultivates inclusion in

school activities, and interest that keeps students in school. Encore will add an active college and career center to help students plan for life after high school.

In 2017-18 Encore implemented a robust credit recovery program to put students on target for A-G Course acceptance. In 2018-19 Encore is implementing a faster paced Honors program where students can complete two years in one.

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

Very effective. As reported in the Fall of 2017, Encore scored in the Blue Level for graduation rates (total 95.4%). The dropout rate decreased to 0.2%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes

Goal 4

Encore will continue to improve and maintain school facilities to create an improved school climate.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1, 5, and 6

Local Priorities: Same

Annual Measureable Outcomes

Expected

Encore will continue to work with the City of Riverside to make sure that the temporary facilities are up to city standards.

Actual

All leased facilities are now compliant with City standards.

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
Encore will continue to make sure that temporary facilities can appropriately accommodate students as the purchase of a permanent campus continues.	All students are accommodated in leased facilities – permanent campus is still in planning stages	Facilities Rent \$1,066,777 (Obj 5610) Facilities Imprv. \$200,000 (Obj 9430) Facilities Maint. \$65,000 (Obj 5630) Utilities \$215,000 (Obj 5500)	\$1,230,000 (rent, improvements, maintenance and utilities)

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.

GOAL #4

Encore will continue to improve and maintain school facilities to create an improved school climate.

Work on improving the current facilities continued and is largely complete. All students are accommodated at present and plans for a permanent facility continue.

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

Very effective. Facilities improvements can be seen and enjoyed by all.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes

Goal 5

Parents will actively engage in decision-making and will participate in programs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 3, 4, 6, and 8

Local Priorities: Same

Annual Measureable Outcomes

Expected

Encore will receive more completed parent surveys, and the number of parent volunteers will increase.

Actual

Encore added a liaison specifically to get parents involved in the Encore community. Efforts are ongoing to increase parents' participation in school activities.

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>Encore will continue to use the monthly parent meetings with the Deans to gain input, will encourage increased use of parents to help in classrooms, and will add online chats and quarterly parent trainings to help increase parent engagement and their knowledge about how to prepare their students for college.</p>	<p>Encore continues to work to improve parent engagement, participation, and input. One area of focus is renewed invitations to Board meetings.</p>	<p>\$30,000 from LCFF/General Funding for the following: Marketing Materials \$10,000 Workshops and Assemblies for Parents \$5,000 Parent Communications \$15,000</p>	<p>\$16,490</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Encore will add a College to Career Administrative Assistant and a CTE Executive Manager to help increase parent knowledge about how to prepare their students for college.</p>	<p>Planned positions created.</p>	<p>\$39,000 from LCFF/General Funding for Administrative Asst \$17,000 and CTE Exec Mgr \$22,000</p>	<p>\$38,500</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.

GOAL #5

Parents will actively engage in decision-making and will participate in programs.

Encore added a liaison specifically to get parents involved in the Encore community. Administration and staff members continue to work to improve parent engagement, participation, and input. One area of focus is invitations to Board meetings. Encore plans to add a Parent Council during the 2018-19 school year.

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

Still a work in progress

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes

Goal 6

Encore will work to increase student achievement by filling in gaps in fundamental knowledge.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1, 2, 4, 7, and 8

Local Priorities: Same

Annual Measureable Outcomes

Expected

Student achievement will increase.

Actual

Fall 2017 Dashboard results show all students declined 14 points in ELA and 12.4 points in Math. Encore students are in the Orange Level in these areas.

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
Encore will incorporate a summer school to help students recover academically.	Summer school offered as planned.	\$10,000 from Title I Funding for Summer School	\$6,735

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
In the skills classes for Grades 7, 8, and 9, Fridays will become state testing practice to help students better prepare for annual testing.	Instituted as planned.	\$130,000 from LCFF/General Funding (\$50,000) and Title I Funding (\$80,000) as follows: Consultant Fees (CALPADS) \$35,000 Data Collection Platform (Aeries) \$15,000 Class Supplies \$20,000 Special Programs \$10,000	\$36,250

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will take the PSAT Test to prepare for test taking.	Carried out as planned.	Included in Action 2 above.	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implementation of short math and grammar tests and games to reinforce fundamentals. (Title I) Response to Intervention Coaches to aid struggling low-income students with low SES (Title I).	Instituted as planned.	No additional amount	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retraining the EL/RTI Coordinators to help monitor progress, modifications, and tutor English Learners. Implementation of student resource areas with access to computers and Internet to help increase literacy.	Instituted as planned.	No additional amount	

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase training for all school counselors to implement better foundations for support for foster and homeless youth.	Instituted as planned.	No additional amount	

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Addition of training for full-time EL/RTI Coordinator to help monitor progress, modifications, and to offer support to redesignated fluent English Proficient students and staff.	Instituted as planned.	No additional amount	

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.

GOAL #6

Encore will work to increase student achievement by filling in gaps in fundamental knowledge.

Encore instituted procedures to help students become better test takers, provided additional training for counselors and coordinators, implemented student resource areas, and established a summer school, all in an effort to increase student achievement. In addition, Encore has added math remediation in all 7th and 8th grade skills classes, and has additionally designated an employee for remediation classes.

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

Encore's students scored in the Orange Level for both English Language Arts and Mathematics for the 2017-18 school year. This is not the effective progress that was planned for and anticipated.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Stakeholders have been engaged and involved in developing, reviewing, and supporting implementation of the LCAP by attending regularly scheduled after-school meetings, parent survey meetings, responding to surveys sent via email in weekly parent and staff communication, and collaboration meetings with staff within a department. Definitions of both LCFF (Local Control Funding Formula) and LCAP (Local Control Accountability Plan) were explained in both formal and informal meetings where constant input is encouraged by all stakeholders.

- The Dean of Academics met with teachers on a weekly basis all school year to go through wants and needs of the faculty.
- The Activities Director held meetings on a monthly basis with a student council to go through wants and needs of the student body.
- The Dean of Students sends out emails and all calls to help keep informed on the wants and needs of the parent community.
- The Encore School Board meets monthly to go through wants and needs of the organization.
- The CEO sent out monthly emails to parents calling for input.
- Encore sent out an annual survey to all stakeholders to find out where needs were.
- The CEO had informal meetings with students to discuss wants and needs.
- The CEO and COO had informal meeting with faculty and staff to discuss wants and needs within the organization.
- The CEO and COO met regularly with the administrative and management team to help implement improvements and needs and also discuss wants and needs within the organization.

Impact on LCAP and Annual Update

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

During the meetings with stakeholders, staff of Encore went over the importance of meeting the identified eight state goals and requested open discussion on how to improve programs, collecting ideas on how to direct funding to increase the quality of the academic programs at Encore.

As a result of formal and informal meetings with stakeholders, indications are that the following areas rate a high level of importance to allocate resources for continued improvement within Encore's programs.

- Instructional materials and programs to promote the building of fundamental math skills (GOAL #6)
- Instructional materials and programs to promote the continuation of fundamental language arts skills (GOAL #6)
- Study skills courses (GOAL #6)
- Acquire instructor based technology for the classroom (GOAL #2)
- Implement programs to help parents learn about how to send their students to college (GOAL #5)
- Hire, retain, and develop quality staff members (GOAL #1)
- Improvement of arts based curriculum (GOAL #3)
- Expansion and improvement of campus facilities (GOAL #4)
- Expand student services for struggling students, including English Learners (GOAL #2)
- Update instructional materials for academic curriculum (GOAL #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 1

Encore administration will hire and retain highly qualified, credentialed teachers within the subject area of instruction for all core instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1, 7, and 8

Local Priorities: Same

Identified Need:

Encore administration files need to demonstrate that 100% of the teachers meet state requirements for credentialing and/or licenses/authorizations.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Percentage rate that teachers are assigned and credentialed appropriately for students they teach	100% of teachers will be assigned and credentialed appropriately for students they teach.	Teachers hired for core curriculum must possess an interim eligible credential minimum in the appropriate course of study. Teachers will have to follow state guidelines to	Teachers hired for core curriculum must possess an interim eligible credential minimum in the appropriate course of study. Teachers will have to follow state guidelines to	Teachers hired for core curriculum must possess an interim eligible credential minimum in the appropriate course of study. Teachers will have to follow state guidelines to clear

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
		clear credential. 100% of core teachers will possess appropriate credential.	clear credential. 100% of core teachers will possess appropriate credential.	credential. 100% of core teachers will possess appropriate credential.
Percentage rate that students have access to and are enrolled in all required areas of study	100% of students will have access and will be enrolled in all required areas of study.	Encore will take all necessary measures to ensure that students have access to and are enrolled in all required areas of study each year.	Encore will take all necessary measures to ensure that students have access to and are enrolled in all required areas of study each year.	Encore will take all necessary measures to ensure that students have access to and are enrolled in all required areas of study each year.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

Encore High School For The Arts

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)

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Actions/Services

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

Unchanged

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

2018-19 Actions/Services

Retain and hire highly qualified teachers for all core courses as positions become available, maintain clerical support for school operations, administration costs, and substitute teacher/paraprofessional costs.

2019-20 Actions/Services

Retain and hire highly qualified teachers for all core courses as positions become available, maintain clerical support for school operations, administration costs, and substitute teacher/paraprofessional costs.

2020-21 Actions/Services

Retain and hire highly qualified teachers for all core courses as positions become available, maintain clerical support for school operations, administration costs, and substitute teacher/paraprofessional costs.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$2,717,462	\$3,050,865	\$3,312,294
Source	LCFF/General Funding	LCFF/General Funding	LCFF/General Funding
Budget Reference	Certificated Salaries (Obj 1100)	Certificated Salaries (Obj 1100)	Certificated Salaries (Obj 1100)

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

Unchanged Goal

Goal 2

Encore will engage a variety of methods to deliver academic content and performance standards as adopted by the state board for all pupils, including English Learners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1, 2, 4, 7, and 8

Local Priorities: Same

Identified Need:

Implementation of academic content and performance standards, including English Learners

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Teacher unit/lesson plans as documentation of implementation of CCSS for all students, including ELs	Review of teacher unit/lesson plans showed that Goal #2 was met in 2016-17.	All teacher/unit lesson plans will demonstrate implementation of CCSS for all students, including ELs.	All teacher/unit lesson plans will demonstrate implementation of CCSS for all students, including ELs.	All teacher/unit lesson plans will demonstrate implementation of CCSS for all students, including ELs.
Percentage rate of ELs that become English Proficient	124 students (11.4%) were English Proficient in 2016-17.	A percentage of ELs will become English Proficient.	A percentage of ELs will become English Proficient.	A percentage of ELs will become English Proficient.

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
EL Reclassification Rate, CST data, benchmarks, and other indicators of student and state performance measures when available	13 students (18.8%) in 2016-17 were reclassified.	A percentage of ELs will be reclassified	A percentage of ELs will be reclassified	A percentage of ELs will be reclassified

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):

Encore High School For The Arts

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Unchanged

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

2018-19 Actions/Services

Encore will continue with annual professional development that will include lead teachers and Academic Director attending workshops and seminars, then reteaching to the faculty.

2019-20 Actions/Services

Encore will continue with annual professional development that will include lead teachers and Academic Director attending workshops and seminars, then reteaching to the faculty.

2020-21 Actions/Services

Encore will continue with annual professional development that will include lead teachers and Academic Director attending workshops and seminars, then reteaching to the faculty.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$60,000	\$60,000	\$60,000
Source	LCFF/General Funding	LCFF/General Funding	LCFF/General Funding
Budget Reference	Technology Update (Obj 4400/9440)	Technology Update (Obj 4400/9440)	Technology Update (Obj 4400/9440)

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):

Encore High School For The Arts

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

Select from New, Modified, or Unchanged for 2020-21

2018-19 Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$20,000	\$20,000	\$20,000
Source	Title II Funding, LCFF Supp/Conc.	Title II Funding, LCFF Supp/Conc.	Title II Funding, LCFF Supp/Conc.
Budget Reference	Resource 0060/4035, Obj 1100/5200	Resource 0060/4035, Obj 1100/5200	Resource 0060/4035, Obj 1100/5200

Action 3

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

Students to be Served:

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

All

Location(s):

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

Encore High School For The Arts

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Unchanged

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

2018-19 Actions/Services

Encore will offer a variety of curriculum-based field trips to differentiate instruction.

2019-20 Actions/Services

Encore will offer a variety of curriculum-based field trips to differentiate instruction.

2020-21 Actions/Services

Encore will offer a variety of curriculum-based field trips to differentiate instruction.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$90,000	\$90,000	\$90,000
Source	Title I Funding	Title I Funding	Title I Funding
Budget Reference	RTI and SST Coaches \$80,000 Summer School \$10,000 (Resource 3010, Obj 1100/2100)	RTI and SST Coaches \$80,000 Summer School \$10,000 (Resource 3010, Obj 1100/2100)	RTI and SST Coaches \$80,000 Summer School \$10,000 (Resource 3010, Obj 1100/2100)

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

Unchanged Goal

Goal 3

Encore will offer a wide variety of courses that will make sure that more students are A-G qualified, and to appeal to and include all students, giving each student the tools to apply for college or university, engagement that cultivates inclusion in school activities, and interest that keeps students in school. Encore will add an active college and career center to help students plan for life after high school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 2, 4, 5, 6, and 7

Local Priorities: Same

Identified Need:

Encore must offer a wide variety of courses that align with A-G requirements for consideration of university enrollment, including a balance of core academics and a variety of non-core arts courses, based on student interest.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Student courses are designed based on annual surveys given during the last semester of each school year. Percentage of students qualifying to enter university will be used.	Encore created additional A-G courses as a result of the annual student surveys. As of Spring 2017, 28 students of the 2013-14 cohort of 113 students were Prepared, and 25 students were Approaching Prepared.	Annual end-of-year surveys will provide direction as to which courses to add.	Annual end-of-year surveys will provide direction as to which courses to add.	Annual end-of-year surveys will provide direction as to which courses to add.
Graduation Rates	As of Spring 2017, the graduation rate for all students increased by 4.7%, and the graduation rate for Hispanic students increased significantly, by 6.4%.	Graduation rates will increase.	Graduation rates will increase.	Graduation rates will increase.
Dropout Rates	The 2015-16 dropout rate for Grades 9 to 12 was 0.5%.	Dropout rates will decrease.	Dropout rates will decrease.	Dropout rates will decrease.

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):

Encore High School For The Arts

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, and 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 2018-19

Modified

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

2018-19 Actions/Services

Encore is using the Cyber High curriculum to help students with credit recovery to make sure that the percentage of students prepared for college entry increases.

2019-20 Actions/Services

Encore is using the Cyber High curriculum to help students with credit recovery to make sure that the percentage of students prepared for college entry increases.

2020-21 Actions/Services

Encore is using the Cyber High curriculum to help students with credit recovery to make sure that the percentage of students prepared for college entry increases.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$390,000	\$475,000	\$475,000
Source	LCFF/General Funding	LCFF/General Funding	LCFF/General Funding
Budget Reference	Classroom Supplies \$150,000 (Obj 4300) Classroom Incentives \$20,000 (Obj 4300) Textbooks \$100,000 (Obj 4100) Resource Materials \$75,000 (Obj 4300) Classroom Furniture \$45,000 (Obj 4400)	Classroom Supplies \$150,000 (Obj 4300) Classroom Incentives \$50,000 (Obj 4300) Textbooks \$100,000 (Obj 4100) Resource Materials \$75,000 (Obj 4300) Classroom Furniture \$100,000 (Obj 4400)	Classroom Supplies \$150,000 (Obj 4300) Classroom Incentives \$50,000 (Obj 4300) Textbooks \$100,000 (Obj 4100) Resource Materials \$75,000 (Obj 4300) Classroom Furniture \$100,000 (Obj 4400)

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

Modified Goal

Goal 4

Encore will continue to improve and maintain school facilities to create an improved school climate.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1, 5, and 6

Local Priorities: Same

Identified Need:

Adapt the current school facilities to include more space and updated accommodations for students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Completion of purchase and redevelopment of a permanent campus by the time the leases expire.	Encore will continue to work with the City of Riverside to make sure that the temporary facilities are up to city standards.	Encore will work to remodel permanent campus.	Encore will move into permanent campus as each lease expires.	Encore will move into permanent campus as each lease expires.

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):

Encore High School For The Arts

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)

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Actions/Services

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

Modified

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

2018-19 Actions/Services

Encore will continue to make sure that temporary facilities can appropriately accommodate students as the purchase of a permanent campus continues.

2019-20 Actions/Services

Encore will continue to make sure that temporary facilities can appropriately accommodate students as the purchase of a permanent campus continues.

2020-21 Actions/Services

Encore will move into and improve its permanent facility.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$1,500,116	\$1,723,006	\$1,723,006
Source	General Funding	General Funding	General Funding
Budget Reference	Facilities Rent \$1,120,116 (Obj 5610) Facilities Imprv. \$100,000 (Obj 9430) Facilities Maint. \$65,000 (Obj 5630) Utilities \$215,000 (Obj 5500)	Facilities Rent \$1,343,006 (Obj 5610) Facilities Imprv. \$100,000 (Obj 9430) Facilities Maint. \$65,000 (Obj 5630) Utilities \$215,000 (Obj 5500)	Facilities Rent \$1,343,006 (Obj 5610) Facilities Imprv. \$100,000 (Obj 9430) Facilities Maint. \$65,000 (Obj 5630) Utilities \$215,000 (Obj 5500)

Goal 5

Parents will actively engage in decision-making and will participate in programs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 3, 4, 6, and 8

Local Priorities: Same

Identified Need:

Improvement in parent engagement, participation, and input.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Response to surveys, number of parents who volunteer time to school programs.	Engaging parents in school activities is still a work in progress.	Encore will receive more completed parent surveys, and the number of parent volunteers will increase.	Encore will receive more completed parent surveys, and the number of parent volunteers will increase.	Encore will receive more completed parent surveys, and the number of parent volunteers will increase.

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):

Encore High School For The Arts

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Modified

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

2018-19 Actions/Services

Encore will continue to use the monthly parent meetings with the Deans to gain input, will encourage increased use of parents to help in classrooms, and will add online chats and quarterly parent trainings to help increase parent engagement and their

2019-20 Actions/Services

Encore will continue to use the monthly parent meetings with the Deans to gain input, will encourage increased use of parents to help in classrooms, and will add online chats and quarterly parent trainings to help increase parent engagement and their knowledge

2020-21 Actions/Services

Encore will continue to use the monthly parent meetings with the Deans to gain input, will encourage increased use of parents to help in classrooms, and will add online chats and quarterly parent trainings to help increase parent engagement and their

2018-19 Actions/Services

knowledge about how to prepare their students for college.

2019-20 Actions/Services

about how to prepare their students for college.

2020-21 Actions/Services

knowledge about how to prepare their students for college.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$35,000	\$35,000	\$35,000
Source	LCFF/General Funding	LCFF/General Funding	LCFF/General Funding
Budget Reference	Marketing Materials \$15,000 (Obj 4300) Workshops and Assemblies for Parents \$5,000 (Obj 5200) Parent Communications \$15,000 (Obj 4300)	Marketing Materials \$15,000 (Obj 4300) Workshops and Assemblies for Parents \$5,000 (Obj 5200) Parent Communications \$15,000 (Obj 4300)	Marketing Materials \$15,000 (Obj 4300) Workshops and Assemblies for Parents \$5,000 (Obj 5200) Parent Communications \$15,000 (Obj 4300)

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

Unchanged Goal

Goal 6

Encore will work to increase student achievement by filling in gaps in fundamental knowledge.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1, 2, 4, 7, and 8

Local Priorities: Same

Identified Need:

To exit Program Improvement

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Encore will use California test measures and the Dashboard to measure progress toward this goal.	In the Spring of 2017, Encore students scored in the Yellow Level in English Language Arts and Mathematics.	Student achievement will increase.	Student achievement will increase.	Student achievement will increase.

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):

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and Low Income

LEA-Wide

All Schools

Actions/Services

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

New

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

2018-19 Actions/Services

Encore will incorporate a summer school to help students recover academically.

2019-20 Actions/Services

Encore will incorporate a summer school to help students recover academically.

2020-21 Actions/Services

Encore will incorporate a summer school to help students recover academically.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$10,000	\$10,000	\$10,000
Source	Title I Funding	Title I Funding	Title I Funding

Year	2018-19	2019-20	2020-21
Budget Reference	Summer School (Res 3010, Obj 1100)	Summer School (Res 3010, Obj 1100)	Summer School (Res 3010, Obj 1100)

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):

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

Select from New, Modified, or Unchanged for 2020-21

2018-19 Actions/Services

In the skills classes for Grades 7, 8, and 9, Fridays will become state testing practice to help students better prepare for annual testing.

2019-20 Actions/Services

In the skills classes for Grades 7, 8, and 9, Fridays will become state testing practice to help students better prepare for annual testing.

2020-21 Actions/Services

In the skills classes for Grades 7, 8, and 9, Fridays will become state testing practice to help students better prepare for annual testing.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$130,000	\$130,000	\$130,000
Source	LCFF/General Funding \$50,000 Title I Funding \$80,000	LCFF/General Funding \$50,000 Title I Funding \$80,000	LCFF/General Funding \$50,000 Title I Funding \$80,000
Budget Reference	CALPADS Consult. \$35,000 (Obj. 5800) Data SIS (Aeries) \$15,000 (Obj 5800) Class Supplies \$20,000 (Obj 4300) Special Programs \$10,000 (Obj 5800)	CALPADS Consult. \$35,000 (Obj. 5800) Data SIS (Aeries) \$15,000 (Obj 5800) Class Supplies \$20,000 (Obj 4300) Special Programs \$10,000 (Obj 5800)	CALPADS Consult. \$35,000 (Obj. 5800) Data SIS (Aeries) \$15,000 (Obj 5800) Class Supplies \$20,000 (Obj 4300) Special Programs \$10,000 (Obj 5800)

Action 3

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

Students to be Served:

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

All

Location(s):

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

Encore High School For The Arts

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 2018-19

New

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

2018-19 Actions/Services

Students will take the PSAT Test to prepare for test taking.

2019-20 Actions/Services

Students will take the PSAT Test to prepare for test taking.

2020-21 Actions/Services

Students will take the PSAT Test to prepare for test taking.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	Included in Budgeted Expenditures for Action 2 above.	Included in Budgeted Expenditures for Action 2 above.	Included in Budgeted Expenditures for Action 2 above.
Source			

Year	2018-19	2019-20	2020-21
Budget Reference			

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 534,240

7.30 %

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).

In the LCAP year 2018/19, the LEA will be focusing on reinforcing fundamentals in math and grammar. After testing students schoolwide, it is clear that simple testing and reinforcement of fundamentals (addition, subtraction, multiplication, division, spelling, and vocabulary) are necessary to help our students improve in the areas of critical thinking. Funds will be used to contests, games, field trips, and rewards for students working to fill in gaps of fundamental learning. To help students prepare for testing, practice state tests will be given on Fridays in all skills classes. Additional funding will be spent on pupil support by way of mentor coaches and an EL coordinator to help improve achievement of pupils within low income, foster youth, and English Learner designations.

The total spending on these increased services is \$534,240, and is the most effective use of funds for our unduplicated pupils in the state priority areas. The total Minimum Proportionality Percentage (MPP) in 2017-18 is 7.30%. In the LCAP year 2018/19, the LEA will be concentrating on improving programs and services for low income pupils, foster youth, and English Learners. Within the MPP constraints, the LEA will be working to make at least a 7.30% increase specifically in support services and materials supplied to students with low income, foster youth, and English Learners designations. This means that the LEA will work to place all foster youth and English learners with a coordinator or coach. Struggling low income students will be offered a variety of programs including daytime tutoring (study hall), and in some cases a response to intervention coach.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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