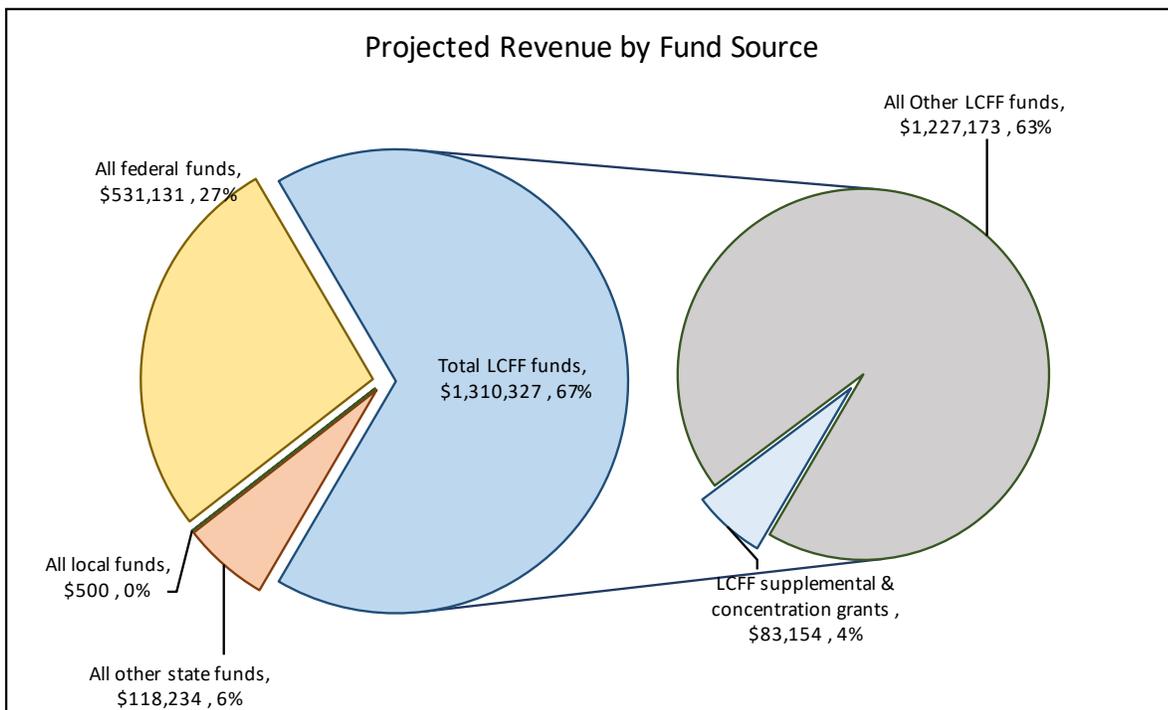


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Excelsior Charter School Corona-Norco
CDS Code: 33-10330-01737869
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Ronnie Henderson, 760-245-4262 ronnieh@excelsior.com

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

Budget Overview for the 2019-20 LCAP Year

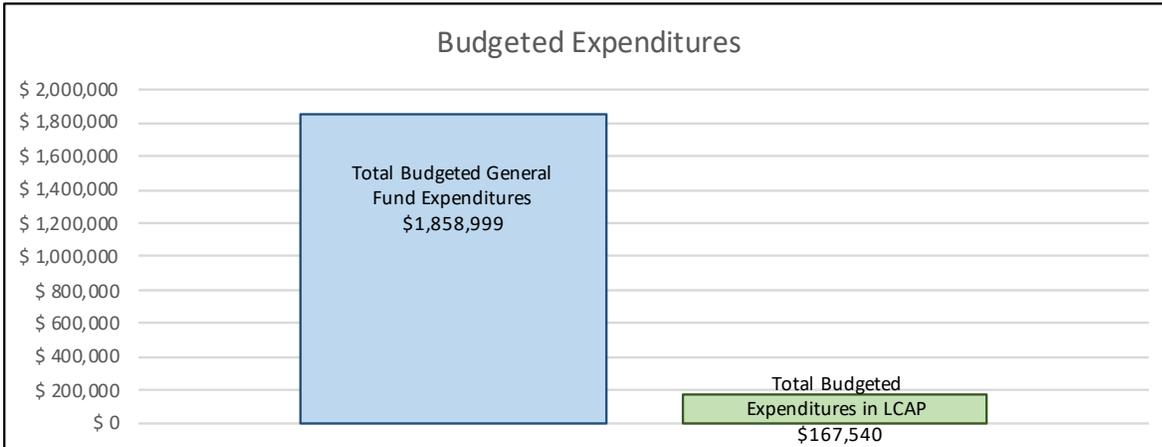


This chart shows the total general purpose revenue Excelsior Charter School Corona-Norco expects to receive in the coming year from all sources.

The total revenue projected for Excelsior Charter School Corona-Norco is \$1,960,192.00, of which \$1,310,327.00 is Local Control Funding Formula (LCFF), \$118,234.00 is other state funds, \$500.00 is local funds, and \$531,131.00 is federal funds. Of the \$1,310,327.00 in LCFF Funds, \$83,154.00 is generated base on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



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

Excelsior Charter School Corona-Norco plans to spend \$1,858,999.00 for the 2019-20 school year. Of that amount, \$167,540.00 is tied to actions/services in the LCAP and \$1,691,459.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures not included in the LCAP include: operational costs per site and location (utilities, facilities, maintenance, staff salaries, benefits, professional development, recruitment, and marketing).

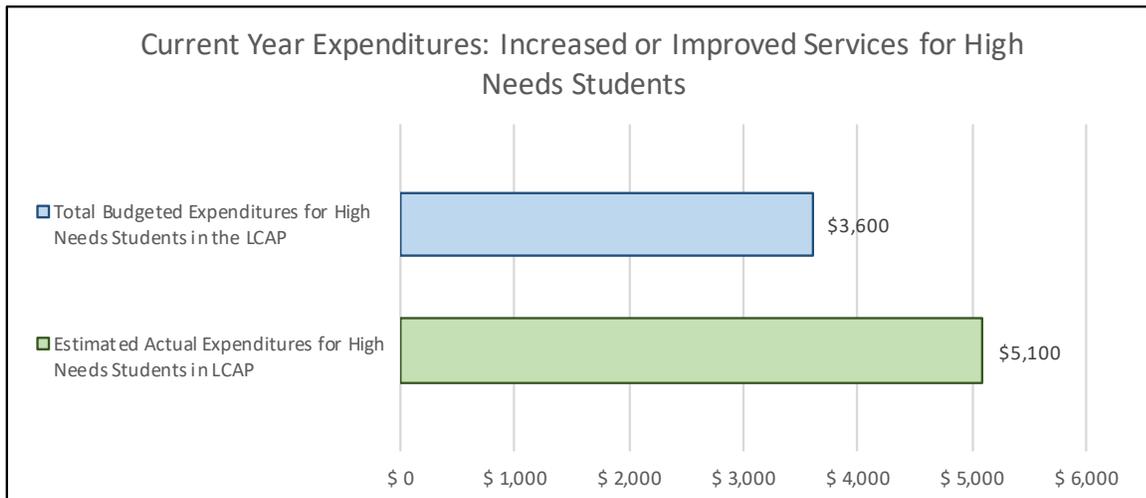
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Excelsior Charter School Corona-Norco is projecting it will receive \$83,154.00 based on the enrollment of foster youth, English learner, and low-income students. Excelsior Charter School Corona-Norco must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Excelsior Charter School Corona-Norco plans to spend \$3,600.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

Excelsior Charter School Corona-Norco is unique in that it is founded in one-on-one relationships with students and families. The "educational team" consisting of a teacher/facilitator, the student, and parent allow for consistent communication, monitoring, and feedback regarding individual student needs. This specialized model therefore has created the drive for funding to be utilized for all students regardless of identified category or need. The LCAP reveals that most funding is shared with all students so that all students are successful in areas determined as goals. Funds specifically allocated for high needs students are currently being focused around the improvement of internal procedures for identifying, accessing, and monitoring these students. Specifically, the integration and implementation of a new student information system along with teacher professional development around the new system will greatly improve the service for these students.

LCFF Budget Overview for Parents

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



This chart compares what Excelsior Charter School Corona-Norco budgeted last year in the LCAP for action and services that contribute to increasing or improving services for high needs students with what Excelsior Charter School Corona-Norco estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

#REF!

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
Excelsior Charter Schools Corona-Norco	Ronnie Henderson Deputy Superintendent	ronnieh@excelsior.com

2018-21 Plan Summary

The Story

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

Excelsior Charter Schools Corona Norco (ECS Corona Norco) is located in the Inland Empire in Corona, California, and will open for its inaugural year in the Fall of 2018. Excelsior is a local charter that was approved by Riverside County on appeal on February 14, 2018 after the petition was denied locally by Corona-Norco School District on November 14th, 2017. The charter is active July 1 2018 and expires July 1, 2023. Excelsior is a hybrid model that blends independent study with on-campus classroom instruction in a safe and orderly learning environment for all students' grades 7-12.

At Excelsior, education is designed around the student. Every student is assigned to a credentialed teacher we call 'Facilitators'. The student and their parent/guardian meet with their Facilitator at least once a month. The 'team' of teacher, parent and student, develop a Personal Life Plan (PLP) for each student. The PLP is designed to engage students in their most important school project – their life after high school. The team also works to equip each student with the academic skills they need to achieve that plan. Academic skills alone do not guarantee success. We also work to equip students with 'Success Skills'; initiative, responsibility, communication, social etiquette and teamwork.

Excelsior is proud to open a brand new site in Corona, California during the 2018-19 school year.

LCAP Highlights

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

PARENTAL INVOLVEMENT

The success of Excelsior Charter Schools Corona-Norco (ECS Corona Norco) can be linked directly to the partnerships we've made throughout our community. ECS Corona Norco does a fantastic job at prioritizing the *parental involvement* within our community. Excelsior's success is greatly attributed to that participation and input we gather from our Excelsior families during our educational team meetings between parents, students, and facilitators. These educational team meetings are not the

sole source of parental involvement at our campus. ECS Corona Norco promotes parental involvement through the following methods:

- **Educational Team Meetings**-Every unit consisting of 18 days a parent will meet with their facilitator to review their child's progress as it pertains to their educational workload. This is the primary method of communication between parents and teachers. During non-appointment days parents frequently communicate with teachers via e-mail, phone conversations, or text messages. These relationships are the backbone of Excelsior, as every student works directly with a teacher every single unit for multiple hours.
- **Parent and Student Surveys**- Every single year at Excelsior we reach out to our parents and students via survey in an effort to collect feedback that our administrative team can bring to Leadership planning. This input includes questions regarding safety, curriculum, administration, and school activities. This data is collected and taken to strategic planning where it is examined and analyzed by our site administrators. The surveys are all taken anonymously and therefore allow students and parents to speak freely.
- **School Site Council**- ECS Corona Norco follows the School Site Council model that makes decisions on spending discretionary funding for the betterment of our program. This council includes school staff, school administration, and parents.
- **McKinney-Vento/Foster Youth Breakfast Huddle**- ECS Corona Norco has worked with San Bernardino County to organize a quarterly meeting with this student population in order to provide additional support to them as a group. Two students were also selected to serve as ambassadors to the Homeless/Foster High Desert Group. This meeting was established as a means of obtaining feedback on how we can better support this subgroup, and strides are already being made in doing so. We've taken this student input and formatted several policies for this population. This includes allowing these students to keep the same facilitator during their entire stay at Excelsior regardless of their grade level.
- **Coffee with the Principal**- ECS Corona Norco continues to give parents opportunities to meet with administration, as often times administrators aren't available during the school day. As a result, monthly meetings are established and shared with the community that gives parents an opportunity to meet with their site administrator even after work hours. This enables parents to build a relationship with their school and continue to exchange feedback on a face to face basis.
- **McKinney Vento/English Learners/Socioeconomically Disadvantaged Meetings/EL**- ECS Corona Norco specifically holds meetings within these subgroups to ensure their voices are heard in a safe and controlled environment. We present data on how these populations are doing within Excelsior academically and work to find solutions on how to make sure all students have the opportunity to do better. These meetings are held by site administrators and even frequented by assistant superintendents.

ECS Corona Norco makes it a priority to continuously improve throughout the strategic planning process. A large part of this process is constantly allowing our parents and students the opportunity to give our site administrators feedback, either face to face at Coffee with the Principal, or by simply writing a suggestion into a survey. Through this process we can ensure that

all voices are being heard and that all parents feel they have a voice in the way the school is being operated.

EL POPULATION

A second highlight includes the growth of our EL population. During our last strategic planning process, we formulated an action plan to directly address this population's growth. Upon examining the data we learned that all English Learners that scored proficient on the CAASPP had a reading level that was at or just below grade level. From this data we formulated the following action plan:

- Incoming EL students will be identified through CALPADS and cumulative records by administration immediately upon enrollment at Excelsior.
- Students will be identified as EL through the home language survey.
- Identified EL students will be assessed annually between February 1 and May 31 using the **ELPAC** summative assessment. This assessment will be given by a trained administrator that has completed an ELPAC security affidavit. Families will receive the Student Score Reports within 30 days of enrolling into ECS Corona Norco.
- EL students will be given an accurate reading assessment to determine baseline for current reading level. Any student not reading at grade level or at least within 1.5 grades will be placed into a valid and reliable reading program.
- Each student's progress in the reading improvement program as well as current coursework will be monitored by both parents and facilitator to ensure adequate time is being spent utilizing the program and resources available.
- Facilitators will provide language development support as needed.
- EL standards will be implemented and aligned with current ELA standards with learning objectives implemented as well.
- Students identified as EL will receive supplementary supports and varied models of instruction to include:
 - Inquiry Based Learning- Students will make observations, generate questions, and learn material through interactions with their peers.
 - Collaborative Learning- Students will work together to complete a shared academic goal.
 - Direct Instruction- Students will learn from a teacher providing input, definitions, and modeling in order to teach a concept as the instructor simultaneously checks for understanding.
 - Teachers will use culturally and linguistically responsive pedagogy that acknowledges and values diverse populations in the classroom.
 - Integrated ELD- Integrated ELD ensures the student will have the opportunity to practice his/her language development throughout the day across all disciplines. They

will interact with English in meaningful ways across the curriculum and in their regular interactions with staff and peers.

- Designated ELD- Students will have designated periods to work specifically on their ELD with their facilitator. These sessions will include ELD standards along with measurable goals and assessments to track progress.

This action plan has the potential to ensure the success of ECS Corona Norco's EL reclassification rate through the ELPAC as well as improve the CAASPP scores of this subgroup. It is important that we continue to closely monitor these students as well as listen to their families for input on how we can continue to grow and make ECS Corona Norco an exceptional learning environment for everyone.

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

ECS Corona Norco will enter its inaugural year in Corona during the Fall of 2018, so there are no current levels of progress to be shared. We can examine past data from Excelsior Charter School see the following trends:

- Very low suspension rate among all populations.
- Very low chronic absenteeism rate (6.6%) compared to the local Victor Valley district rate (14.5%), the San Bernardino County rate (12.1%), and the statewide rate (10.8%).
- Students with disabilities increased by 9.2 performance points on English Language Arts scores
- African American students increased by 4.1 performance points on Math scores

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

As this will be the inaugural year of the ECS Corona Norco, we have no current site data that indicates where our greatest needs are. We will begin the school year by diligently collecting data to look for where our greatest need will be. Given that we have had Excelsior Charter School operational for many years, we will look at this data and the SARC Report to evaluate and focus on the areas that Excelsior Charter School has historically identified as a need. When examining the School Accountability Dashboard we see that one "red" area is in the category of graduation rate. When we look further we see that we declined significantly in the subgroup of EL, Socioeconomically disadvantaged, Hispanic, and White. In an effort to improve this, Excelsior Charter School has developed an action plan to address this and will be fully implementing it in the Fall of 2018. This action plan includes:

- Identifying and tracking these cohorts.
- A pre-enrollment consultation with site administration to ensure all parties are in agreement with the timeline and requirements for graduation.
- RTI for students that fall off their projected track of graduating on time. This includes implementing a plan to complete summer school or take extra classes as needed.
- A graduation timeline to be reviewed regularly at monthly facilitator appointments.

Although graduation rate decreased individually for most subgroups, the action plan sets out to address the problem in its entirety amongst the entire student population. As mentioned above (and below) the McKinney-Vento/Foster Youth/EL population will also have supports in place to give additional support as needed.

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

This is our initial LCAP so we currently do not have any performance gaps to measure, as we don't have a SARC/School Dashboard to measure our performance gaps. We will continue to collect data throughout the school year and periodically assess our findings to identify areas of need. We can examine the collective data from Excelsior Charter School and find that our mathematics scores are in the "orange" category, however, socioeconomically disadvantaged and students, Hispanic students, and students with disabilities fall into the "red" category and need to be improved.

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

ECS Corona Norco has already begun the process of improving the services and supports provided for our McKinney-Vento/Foster/low-income/English Learners. As previously stated, an entire action plan was formulated in an effort to give additional support to our English Learner population. The most impactful ways ECS Corona Norco will improve services for these students include:

1) English Learner Action Plan

- Incoming EL students will be identified through CALPADS and cumulative records by administration immediately upon enrollment at Excelsior.
- EL students will also be identified using the home language survey.
- Identified EL students will be assessed annually between February 1 and May 31 using the **ELPAC** summative assessment. This assessment will be given by a trained administrator that has completed an ELPAC security affidavit. Families will receive the Student Score Reports within 30 days of enrolling into Excelsior
- EL students will be given an accurate reading assessment to determine baseline for current reading level. Any student not reading at grade level or at least within 1.5 grades will be placed into a valid and reliable reading assessment program.
- Each student's progress in the reading assessment program as well as current coursework will be monitored by both parents and facilitator to ensure adequate time is being spent utilizing the program and resources available.
- Facilitators will implement RTI as needed.
- EL standards will be implemented and aligned with current ELA standards with learning objectives implemented as well.
- Students identified as EL will receive supplementary supports to include:
 - Inquiry Based Learning- Students will make observations, generate questions, and learn material through interactions with their peers.
 - Collaborative Learning- Students will work together to complete a shared academic goal.
 - Direct Instruction- Students will learn from a teacher providing input, definitions, and modeling in order to teach a concept as the instructor simultaneously checks for understanding.
 - Teachers will use culturally and linguistically responsive pedagogy that acknowledges and values diverse populations in the classroom.

ECS Corona Norco values the input that these subgroups have given us and thus have regularly scheduled meetings on-site in order to gather further input from our families.

2) McKinney Vento/English Learners/Socioeconomically Disadvantaged Meetings/EL- ECS Corona Norco specifically holds meetings within these subgroups to ensure their voices are heard in a safe and controlled environment. We present data on how these populations are doing within ECS Corona Norco academically and work to find solutions on how to make sure all students have the opportunity to do better. These meetings are held by administration and even frequented by assistant superintendents.

3) McKinney-Vento/Foster Youth Breakfast Huddle- ECS Corona Norco has worked with San Bernardino County to organize a quarterly meeting with this student population in order to provide additional support to them as a group. Two students were also selected to serve as ambassadors to the Homeless/Foster High Desert Group. This meeting was established as a means of obtaining feedback on how we can better support this subgroup, and strides are already being made in doing so. We've taken this student input and formatted several policies for this population. This includes allowing these students to keep the same facilitator during their entire stay at Excelsior regardless of their grade level.

4) Low SES population- ECS Corona Norco has elected to provide low SES students with a state-certified program that provides free lunch to students in need. This program has been implemented successfully and fully complies with all legal requirements within the state of California.

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	\$ 1,858,999
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$167,540

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.

There are several budget expenditures that are not specifically included in the LCAP. These include:

- Classified/certificated/management salaries
- Cost of instructional materials
- Rent for buildings, utilities, printer/copier lease, servers etc.
- Security and alarm systems

- Janitorial costs
- Legal fees



DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 1,310,327

Stakeholder Engagement

LCAP Year: 2017-18

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?

As ECS Corona Norco operates hand-in-hand with Excelsior Charter School, we utilized the efforts of all staff, students, and families across both organizations for input on our LCAP development throughout the duration of the writing process. Administration conducted a variety of parent meetings at the local level in order to gather input and engage in dialogue with stakeholders. This included not just general meetings, but meetings organized for the specific purpose of gathering information regarding our subgroups as well. The following meetings were held:

Victorville Campus: Back to School Night- 9/26/17

Victorville Campus: McKinney-Vento/Foster Youth- 3/22/18, 5/17/18

Victorville Campus: Coffee and Dessert with the Principal- 10/18/17, 12/7/17, 2/7/18, 4/9/18

Phelan Campus: Back to School Night- 10/5/17

Phelan Campus: McKinney-Vento/Foster Youth/African American/EL- 11/15/17

Phelan Campus: Parent/First Responder Night- 11/7/17, 5/16/18

Highland Campus: Back to School Night- 9/21/17

Highland Campus: Hispanic Subgroup- 1/23/18

Highland Campus: African American Subgroup- 2/6/18

Ontario Campus: Back to School Night- 9/14/18

Ontario Campus: McKinney-Vento/Foster Youth/African American/EL- 2/8/2018

Barstow Campus: Back to School Night- 9/13/17, 11/18/17

Barstow Campus: McKinney-Vento/Foster Youth/African American/EL- 2/20/18, 4/3/18

Barstow Campus: Pastries with the Principal- 1/30/18

AME Campus: Back to School Night- 9/13/17

AME Campus: Parent Meetings- 10/18/17, 2/13/18, 2/23/18

AME Campus: McKinney-Vento/Special populations- 1/16/18

The Corona campus did not yet have any meetings, but feedback was gathered by the principal in coordination with the other Excelsior campuses, as many students are requesting to transfer from Ontario, Phelan, or Highland to Corona. Each campus handled the communication of these meetings and included posting the information on social media (Facebook, Instagram), through the Remind.com app, posting the meeting information on the website and outdoor media services (digital billboard), and having facilitators send out emails to parents and students. Finally, input was gathered anonymously through online surveys to all students, parents, and staff that wished to participate. Feedback was also gathered during the charter renewal process as administration worked closely with Excelsior families at targeting key areas of improvement.

Impact on LCAP and Annual Update

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

These consultations had an enormous impact on the LCAP for the upcoming school year, especially considering the status of Excelsior's charter. Throughout the charter renewal process administration worked with Excelsior families to target key areas of improvement to create goals with corresponding action plans to address these areas of improvement. Parent feedback was gathered throughout the entire course of the 2017-18 school year via back to school night meetings, coffee with the principal, and subgroup-specific meetings to address these special populations and how ECS Corona Norco can fully support them within our schools. Some of our survey data regarding our school culture included:

Question	Response	Response
Would you recommend Excelsior to other parents?	Yes- 98.35%	No-1.65%
Do you believe the campus your student attends is safe?	Agree/Strongly Agree- 97%	Disagree/Strongly Disagree- 3%
My child's school is a friendly environment for students, parents, and families.	Agree/Strongly Agree- 98.5%	Disagree/Strongly Disagree- 1.5%

Some of our survey data regarding our facilitator meetings, parent meetings, and overall engagement with the school included:

Question	Response	Response
Excelsior provides a high quality academic program.	Agree/Strongly Agree- 97.51%	Disagree/Strongly Disagree- 2.49%
I can express my concerns and feel that staff and administration listen and respond.	Agree/Strongly Agree- 94.12%	Disagree/Strongly Disagree- 5.85%
Do you feel the school promotes opportunities for parental engagement?	Agree/Strongly Agree- 90.94%	Disagree/Strongly Disagree- 9.1%
My involvement in my child's education is valued at my school.	Agree/Strongly Agree- 98.5%	Disagree/Strongly Disagree- 1.5%
I am invited to meetings so that I can learn about what is going on in the school.	Agree/Strongly Agree- 90.7%	Disagree/Strongly Disagree- 9.3%

The parent surveys also presented parents with a unique opportunity to voice any concerns they had or simply give their school site any suggestions by asking them open-ended questions including:

- What activities, clubs, extra-curricular classes, or sports would you like to see at your campus?
- How can Excelsior improve?
- What is Excelsior doing well?
- Do you have any other comments or concerns that were not addressed in this survey?

At the conclusion of these meetings, all survey data was analyzed, the leadership team developed Action Plans to address the concerns of parents, students, and staff. As we progressed through our strategic planning process, the board reviewed our progress and added their input before the ECS Corona Norco staff came together during a strategic planning meeting to finalize the major components of the action plans.

Annual Update

LCAP Year Reviewed: XXXX–XX

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

College and Career Readiness indicators of "not prepared" level will decrease by 1% annually and move into "prepared" and/or "approaching prepared" level.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Number of "college ready" 12 th graders will increase by 1% from previous year	The number of students that are graduating with the designation of "college ready" will be released in the upcoming months now that a baseline has been established during the 2018-19 school year.
Number of students "approaching prepared" will increase by 1% from previous year	Number of students "approaching prepared" data will be released and updated into the next annual LCAP update now that a baseline has been established during the 2018-19 school year.

Percentage of students in dual enrollment will maintain/increase

Data was collected during the 2018-19 school year and a baseline of **15%** of our graduating seniors finished the year with dual enrollment courses.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Establish a partnership with the local community college to give students the opportunity to earn college credit through concurrent enrollment. To include:</p> <ul style="list-style-type: none"> • Victor Valley College • Barstow College • Norco College 	<p>1) Campus representatives met and established a relationship with the local community colleges to ensure dual enrollments would continue to be available for students. Corona students are able to take dual enrollment courses at Chaffey College as well as Norco College.</p>	<p>\$2,000</p>	<p>\$392</p>
<p>2) Support for college cohort programs including CTE pathways. To include:</p> <ul style="list-style-type: none"> • Create a CTE pathway plan that can be followed and reviewed online by parent and student. • Create a course catalog to highlight available options and identify pre-requisites 	<p>2) Administration met with Norco college about adding a CTE pathway for Video Game design on the Corona campus. Unfortunately the college requires the participation of at least 20 students to make the course viable, and the campus didn't have enough interest. We are hopeful moving forward that we will continue to grow and be able to provide more CTE programs on campus. We are slated to add a cyber security pathway towards certification in ethical hacking at the start of the 2019-20 school year.</p>	<p>\$3000</p>	<p>\$1,038</p>
<p>3) Continue expanding the AVID program at all participating sites. This includes:</p>			

<ul style="list-style-type: none"> • Adding 11th/12th grade participation at the Phelan Campus. • Appointing an AVID site coordinator at the Victorville campus. • Provide more classroom support for AVID students at the AME campus 	<p>3) AVID was determined by the staff and students to be undesired at the Corona site. Currently, we have no further plans to implement AVID and will continue to focus on dual enrollment as well as CTE programs.</p>	<p>\$10,000</p>	<p>0</p>
<p>4) Utilize A-G checks on an annual basis to identify gaps in completion and opportunities for dual enrollment.</p>	<p>Administration and facilitators utilize A-G checks to identify gaps in completion and to identify opportunities for dual enrollment. Annual training on this has been provided by Central office.</p>	<p>\$0</p>	
<p>5) Utilize CAASPP scores to measure progress and identify candidates for dual enrollment.</p>	<p>Staff have been trained to analyze CAASPP scores to identify candidates for dual enrollment</p>	<p>\$0</p>	

Analysis- Goal 1

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

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

We believe the overall implementation of these actions was successful and helped achieve a tremendous amount of qualified seniors towards our dual enrollment percentage, which should lead to high scores regarding college readiness. This was largely in part to both establishing partnerships with the local community colleges to give our students a more streamlined process that made dual enrollment more accessible. Next, the process of examining transcripts as well as CAASPP scores to identify students that are academically capable of dual enrollment helped boost the number of students that were dual-enrolled, given that we had this information available to us from students' scores in prior years. Senior leadership worked diligently with site leadership and the county representatives in an effort to establish the Cyber-security pathway, which is estimated to include upwards of 20 students.

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

The actions and services under this goal were effective when you examine the growth in our college/career readiness percentage. AVID implementation proved to be undesired within our population, so the action was not pursued. Ensuring students had access to higher learning opportunities was extremely successful and should lead to above-average college readiness indicators.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As the school year progressed for this new school, programs are redefined based on student needs and requests.

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

The only change that was made to this goal as we continue to work towards expanding our dual-enrollment through partnerships with the local college was the phasing out of our AVID program. We will continue to build CTE programs to provide certification programs to our students based on their interests. ECS Corona Norco staff will continue to attend annual trainings on transcript/CAASPP score evaluation to further grow our dual enrollment participation and college readiness indicator.

Goal 2-

Maintain a rate of less than or equal to 6% in the area of Chronic Absenteeism

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Maintain/decrease the percentage of students on academic contracts per site	The number of students on academic contracts was maintained throughout the year as each site continuous to implement PBIS-based strategies.
Maintain/increase communication with our at-risk student population	Communication with our at-risk population was vastly improved and increased as a result of a newly implemented SARB/SARIM process.
Maintain a rate of less than or equal to 6% in the area of Chronic Absenteeism	Excelsior Charter School throughout San Bernardino County <i>maintained a rate of less than 6% in the area of chronic absenteeism with a rate of 0%</i>

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
1) Update the SARIM/SARB process to utilize resources available to assist families with truancy and chronic absenteeism.	The SARIM/SARB process was updated and streamlined to work in accordance with all necessary laws, policies, and procedures. Excelsior administration completed extensive training in an effort to adhere to this policy throughout the year.	\$0	\$438

<p>2) Develop a universal academic contract to use when attendance-related intervention is necessary. Provide facilitators with training on implementing academic contracts.</p> <p>3) Implement Positive Behavior Interventions & Support (PBIS) to provide students with behavioral support to foster social, emotional, and academic success.</p> <p>4) Absenteeism intervention meetings with at-risk students and families to review Excelsior ADA requirements.</p>	<p>Trainings were held by senior leadership as well as our legal representatives. A process was implemented that would call for a multi-tiered level of intervention in order to give the student multiple instances of contact and follow-ups before the SARB hearing was held. These resources are all shared with site administration and are accessed as needed.</p> <p>A universal academic contract was created by leadership and distributed to all facilitators. This includes SARIM/SARB form letters to be mailed out via registered mail as well.</p> <p>Positive behavior Interventions and Support continues to be implemented schoolwide by facilitators, workshop teachers, administration, and support staff. A mentor teacher has been hired on in an effort to add a more site-focused PBIS implementation coordinator.</p> <p>Absenteeism intervention meetings with at-risk students were held and documented as needed in order for all families to remain in compliance with all ADA requirements. These students were given additional support as needed and would also meet with site administration to ensure adequate progress.</p>	<p>\$0</p> <p>\$4000</p> <p>\$0</p>	<p>\$3,600</p>
---	---	-------------------------------------	----------------

Analysis Goal 2

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

The overall implementation for this goal was fantastic as we achieved our desired results regarding our chronic absenteeism rate. The SARIM/SARB process has given our educators an opportunity to better provide supports for families and implement targeted interventions for our at-risk student population. Senior leadership worked hand in hand with our legal experts to formulate a process that would allow for effective interventions awhile still holding students accountable for their coursework. Senior leadership worked diligently with site leadership to adhere to these policies and maintain consistency throughout our interventions.

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

The overall effectiveness of the services can be measured by the achievement of our goal as it pertains to remaining under our 6% target. By hiring facilitator assistants, our facilitators were able to spend more time on our at-risk populations. This led to an increase in achievement and student accountability, as it simplified the intervention process and streamlined the identification of at-risk students. By identifying these students early and implementing our SARIM/SARB process, we were able to capture ADA that previously would not have been captured. More importantly, our early intervention process helped prevent these students from dropping out of school. Implementing PBIS has also proven to be effective at the site level and will continue to grow in its importance now that a mentor teacher has been assigned to work with the Riverside County facilitators during the 19-20 school year. This process has allowed our campuses to shift from focusing on disciplining students and instead focus on providing positive behavior interventions to both counsel our students in need as well as recognize our students and encourage them for their positive interactions on campus. This can also be observed in the universal student contract that has been used across all campuses, as we have shifted the focus to our expectations moving forward, rather than allowing the students to focus on what isn't going well.

The overall effectiveness of this goal was extremely effective, as our campuses worked diligently to identify current McKinney-Foster youth and communicated our supports to this subgroup. We communicated with these students to ensure accesses to any and all resources necessary were available at all times.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

n/a

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

We will continue to monitor our students and work to identify at-risk students for early intervention. We will not be making any changes to this goal at these strategies have been successful when utilized appropriately. We will continue to update our unified academic contract as needed if leadership identifies any gaps in the document, but it fits the needs of the organization as it stands. One change that will occur is in the area of PBIS implementation, as a mentor teaching continues to work with our teachers in implementing this in our workshops on campus. As we shift to recognizing positive behavior we expect that our discipline referrals will continue to decline.

Goal

80% of EL students will advance one grade level in a valid and reliable reading program

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
80% of EL students will advance one grade level in a valid and reliable reading program	Overall, we hit our target goal with 100% of our EL population advancing at least one grade level
By identifying at-risk students, our chronic absenteeism rate will remain below 6%	Excelsior Charter School throughout San Bernardino County maintained a rate of less than 6% in the area of chronic absenteeism with a rate of 0%
EL students will be assessed annually in a valid and reliable reading program	All EL students were assessed via our Reading Plus program to determine a baseline reading level.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Site administration will identify EL students via CALPADS/Home language survey annually to monitor and track EL status. Staff members will attend ongoing professional development to be compliant in the administration of the ELPAC.</p>	<p>Administration worked diligently with senior leadership to streamline the process of identifying incoming students via CALPADS/Home language survey. Ongoing trainings have occurred to ensure compliance with ELPAC administration, with all administrators and a designee being trained per site on the administering of the ELPAC.</p>	<p>\$1250</p>	<p>\$400</p>
<p>2) EL students will be given a reading assessment via a valid and reliable reading program to determine baseline reading levels. Students reading below 1.5 grade levels will be enrolled into a reading improvement support program.</p>	<p>All EL students were given a reading assessment during their initial 30 days at ECS Corona Norco. Students that scored below 1.5 grade levels were enrolled into Reading Plus and monitored by their facilitator within the program. If the student's grade level was not advancing, facilitators intervened as needed.</p>	<p>\$2,000</p>	<p>\$2350</p>
<p>3) Monitor progress of EL student population in the reading improvement program. Implement RTI as needed for students not making progress with the reading improvement program.</p>	<p>Facilitators continuously checked for improvement within the reading program to ensure adequate gains were being made and continued to intervene as needed. If students were not making adequate gains on their own, students were given extra help as needed. This would amount to more time spent in the lab, more time one</p>	<p>\$0</p>	<p>\$2350</p>

<p>4) Facilitators will frequently monitor current grade-level coursework to check for understanding and ensure growth in reading comprehension across the curriculum.</p>	<p>on one with facilitator/reading lab specialist, or assigned extra practice.</p> <p>Aside from reading plus, facilitators frequently monitored student coursework to check for understanding and ensure growth in reading comprehension. Reading Plus was assigned to students as needed based on these interventions, even if the students were reading at grade level.</p>	<p>\$0</p>	
<p>5) Create a help video for parents to support our students working in their reading program off-campus.</p>	<p>Parents and students were given several opportunities for help with this process, via our Learning Management System Canvas as well as the Reading Plus Program. A brief help video is available to students and parents in the Canvas orientation video, along with tutorial videos within the Reading Plus program. As a result of these program-based tutorials being created, an additional video created by our organization was unnecessary. Furthermore, every campus held support meetings to give additional support to these subgroups on the following dates: 12/18/18, 4/30/19</p>	<p>\$0</p>	

Analysis Goal 3

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

The overall implementation went very well for this specific goal as assessing the reading levels of all students has been one of Excelsior Charter School's practiced strengths for several years. As an organization we have accumulated enough data to conclude that students at higher reading levels perform better on both state and schoolwide assessments. Improving the reading level of every student reading at least 1.5 grade levels below has always been a priority for our students. Site administration have been identifying EL students successfully via the Home Language Survey as well as by checking CALPADS. To ensure continuous growth and improvement, a CALPADS consultant has been scheduled to provide support at the site level for the upcoming school year. This will allow us to continue to improve tracking EL students as well as help with our graduation rate and chronic absenteeism. Meetings were held at each campus specifically to address additional supports needed for these subgroups, with feedback taken from our families.

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

The overall effectiveness of our actions were very high, as 100% of our EL population advanced in their reading support program. Given that we were able to identify correlations between reading level and achievement levels on both state and school tests, this advancement should prove to be beneficial both to the student as well as the school. We will continue to track our EL students and use a reading program for our students in need, as these students have shown tremendous growth over the course of just one school year. As an organization we will continue to train our teachers on the monitoring and assessing of coursework to ensure adequate reading comprehension while taking intervention steps as needed. Our campus will continue to hold yearly meetings for our students in special populations to give these parents the opportunity to provide our leadership with useful feedback so that we can continuously improve our program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

n/a

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.

Given the overall success of this goal, we currently do not feel that any changes need to be made. We will monitor the effectiveness of the tutorial videos to determine whether or not we need to develop anything additional. One metric that we will closely monitor as we move forward is how our EL students in Reading Plus perform on the SBAC in comparison to those students not in a reading support

program. Previous data has indicated the correlation between testing at “prepared” and reading at/above grade level, so this metric will continue to be closely monitored.

Goal 4

Increase Graduation rate by 3% annually

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Increase graduation rate by 3%	A Graduation Rate baseline will be created and measured against the data to determine improvement following the 2019-20 school year.

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
1) Site administration will identify and track 4-year and 5-year cohort students 2) Administrators will conduct pre-enrollment consultations with prospective students to discuss a graduation timeline	Prior to enrollment, campus administration reviewed all transcripts and created a graduation plan that allowed prospective students the opportunity to see their pathway towards graduation before enrollment. This gave them the opportunity to see their graduation date before meeting	\$0	\$4,985

<p>and review all requirements that need to be met in order to graduate on time.</p>	<p>with a facilitator to go over classes and gave them a clearer picture of where they were academically. If the student and/or parent were not satisfied with the projected date, they simply did not enroll in the program.</p>	<p>\$0</p>	
<p>3) RTI for students that are no longer on track for graduation in four years to ensure graduation by the end of year five.</p>	<p>At the end of each semester, grades were reviewed and transcripts were evaluated to determine whether or not students were falling behind in credits in such a manner that would push back graduation. In this instance, an academic contract was implemented and a plan for credit recovery was put into place. Site administrator updated their data and cohort tracking as needed.</p>	<p>\$0</p>	
<p>4) Implement an accelerated boot camp to enable students that are behind credits the opportunity to catch up.</p>	<p>A change was made to our summer school policy that would allow students to quickly complete any units that they may have failed without having to completely re-do any of the units they passed during the school year. This process allowed students to make up credits more effectively without risking falling further behind.</p>	<p>\$6500</p>	<p>\$6,400</p>
<p>5) Create a graduation Plan template that can be reviewed at facilitator appointments and online at any time to measure current progress towards graduation.</p>	<p>A uniform graduation plan template was created and distributed for use amongst all facilitators at each site to be completed during the students' first appointment. This graduation plan allowed for the four year tracking of courses to allow the student to track personal progress and set goals and benchmarks along the way. This tool also helped students plan out their A-G eligibility and opportunities for dual enrollment.</p>	<p>\$0</p>	

Analysis Goal 4

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

The implementation of these actions/services were seamless, as this was similar to our previous method of enrolling students. We were able to tweak the process and create a more formal document to use in an effort to create a clear picture for our incoming families that may have been given incorrect information regarding their opportunity for credit recovery at ECS Corona Norco. The process of tracking students in their cohorts is a simple one that allows for interventions as semester checks are done by facilitators to ensure students are making adequate yearly progress. The change to summer school was another easy implementation, as it required only slight modifications in the work given rather than a full-scale overhaul of the summer school model already being used. The graduation plan template was created with input from leadership and distributed to the campus for any additional changes and/or feedback before implementation.

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

The overall effectiveness of these actions/services were deemed incredibly effective, as we didn't have any students drop out. The first action taken by administration dramatically increased our graduation rate simply by sitting down with prospective students and mapping out their pathway to graduation. In the past, a student likely would have enrolled with different expectations on graduation date and then simply dropped out or left the program after becoming increasingly frustrated. In the past, a student likely would have enrolled with different expectations of a graduation date and then simply dropped out or left the program after becoming frustrated. Now, students clearly understand their expected graduation date before / during enrollment based upon credits completed. The process of creating a graduation template was also extremely efficient, as one of our site leaders had one that was previously being used in an unofficial capacity that was simply modified via input from our administrators to fit the needs of all students.

The changes being made to our summer school program will allow students a more efficient method of recovering credits from the prior semester, as now they are only expected to complete the work and demonstrate mastery on prior units that they did not pass/complete, rather than having to redo the entire course. This has led to an increase in morale amongst our students as they are much more motivated to take a course that focuses on what they didn't learn, rather than having to start from scratch. All of this fits into our action of RTI for students that fall off-track for graduation in four years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

n/a

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.

Our LEA does not feel any changes need to be made to this goal or our actions at this time, given the achievement experienced. We will continue to improve our process of meeting with prospective students to map their graduation pathways and provide realistic expectations for students looking for credit recovery. We will continue to do what is right for our students and families and provide them with the best education that we are capable of.

Goal 5

To increase all student's Academic performance in ELA by a minimum of 5 points annually as measured by the CAASPP

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

Increase all student's academic performance in ELA by 5 points annually

ELA scores as measured by the CAASPP ***baseline data will be released shortly, creating a baseline to be compared to in the upcoming 19-20 schoolyear***

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.

Actions

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) All Excelsior students will take a reading assessment to establish a baseline reading/comprehension level at the beginning of the academic school year</p>	<p>All ECS Corona Norco students continue to take reading assessments during the first unit, or 18 days of instruction. This baseline reading level is entered into our database and is tracked throughout the academic school year in order to measure progression.</p>	<p>\$2000</p>	<p>\$1950</p>
<p>2) Follow-up reading assessments will be given to students in accordance with their baseline assessment:</p> <ul style="list-style-type: none"> • Students that score below grade level will be assessed 3 times per school year • Students that score at grade level will be assessed once per semester. • Students that score above grade level will be assessed once per academic school year 	<p>Follow-up reading assessments are given in accordance with this rubric. Those students not reading at grade level are entered into a reading plus class where they are working within the program at least 90 minutes a week in order to make progress towards their reading goal.</p>	<p>\$0</p>	<p>\$2,458</p>
<p>3) Develop an RTI/Enrichment for students in grades 7-9 with tiered interventions to facilitate reading support through multiple modalities</p>	<p>Facilitators that oversee grades 7-9 have been trained on RTI in order to help supplement our students within these grade levels that are in need of more reading support. They have provided students new opportunities within the framework of reading plus or the curriculum while offering guided help throughout their completion of their coursework.</p>	<p>\$0</p>	<p>\$426</p>
<p>4) Use formative and summative data to identify students who are in danger of not</p>		<p>\$0</p>	

<p>meeting level 3 ELA standard as measured by the CAASPP to inform intervention.</p>	<p>Facilitators are given their students CAASPP scores upon their release so that they can better track their students that are in danger of not scoring at or above level 3. These scores remain in their files and are used to determine interventions as needed.</p>		
<p>5) Research, develop, and collaborate on differentiated intervention strategies for students identified as needing additional focused instruction in ELA. Utilize this collaboration to integrate and align all additional resources.</p>	<p>Grade level facilitators collaborate in order to remain consistent and share best practices. A teacher mentor has been assigned to further enhance collaboration amongst workshop teachers in order to follow a uniform intervention process as well as to integrate these best practices both in the classroom and at facilitator appointments.</p>	<p>\$3500</p>	<p>\$3,289</p>
<p>6) Develop a means to collect data on content strands in which students are not performing at level 3 to help inform our continual development of curriculum</p>	<p>As we continue to make the transition between student information systems, Omega to Aeries, our curriculum department has begun the process of developing data pulls within the system that will remain consistent across the sites. Student tests are also analyzed to identify poorly written test questions or problem questions that may have been confusing to students. The curriculum department will continue to filter data and use it to inform change within our system.</p>	<p>\$0</p>	

Analysis

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

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

The overall implementation of goal six required much more facilitator training than any of the previous goals and therefore proved to be more difficult. Another barrier that we found we were running into was the number of students that enroll in our program at various times often makes it difficult to get all of the students assessed and then re-assessed in a timely manner, especially if they enroll towards the end of the year. Although we were able to get these students tested, we found that unfortunately some were not at our school sites long enough to be impacted by the reading program. Tracking students' progress and following up on these students by using their CAASPP scores proved to be easy to achieve, as our facilitators have been trained in intervention practices.

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

The overall effectiveness of our actions and services will not be measurable until our baseline is established, and we have new data to measure against. We feel that our students are making progress in these subjects but will not know how much until we are able to analyze the data against the baseline data being collected. Although our facilitators continue to do an excellent job identifying at-risk students, we will continue to work on filling in the gaps that would lead to a portion of our students scoring below level three on their ELA tests. The curriculum department will continue to work on aligning our coursework and exams to the SBAC, which we believe will improve our scores. The department will also work on condensing the unit window in an effort to give our teachers more time to assess and re-teach material as needed. By offering our students fewer summative tests and more formative quizzes, our facilitators can shift their focus to engagement of the material in hopes that our students spend more time learning and interacting with the material and less time focusing on simply studying for the exam.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

n/a

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.

Currently we do not feel that any changes need to be made, as we are collecting baseline data figures so that we can measure the progress. We will continue to implement RTI as needed with our students struggling in specific subjects, but won't have measurable growth until the upcoming school year.

Goal 6

Increase the achievement of all students in math as measured on the CAASPP by 3 points annually

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

All students will see a gain of 3 points annually as measured by the CAASPP

Math scores as measured by the CAASPP ***baseline data will be released shortly, creating a baseline to be compared to in the upcoming 19-20 schoolyear***

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
1) Develop a plan to ensure all students in grades 9-12 are placed into the appropriate math course. Develop a clear and concise list of pre-requisites for all existing math courses.	All students were placed in math courses based on their previous year's math course completion or were given a math assessment created by the curriculum department and entered into the online learning management system. Furthermore, with our switch to Aeries,	\$0	

<p>2) Use formative and summative data including the interim CAASPP math assessment to identify students in danger of not meeting level 3 as well as to guide instruction and response to intervention</p>	<p>grade level courses packets were created in order to streamline which math courses students at specific grade levels are expected to reasonably complete. Facilitators are able to make adjustments as needed.</p> <p>Every student's academic progress was measured throughout the year formatively during the students' facilitator appointments as well as workshop instruction. Every student also completed unit tests every 18 days and these summative assessments are used to guide intervention.</p>	<p>\$0</p>	
<p>3) Align unit tests with SBAC testing format to use as summative data/leading indicator for student achievement</p>	<p>All student tests as delivered by the LMS were aligned with the SBAC and delivered in the same format to give the students an opportunity to become familiar with the format. As a result, test scores were frequently monitored and RTI was implemented as needed. This included additional tutoring, enrollment into ALEKS math, or increased workshop attendance.</p>	<p>\$0</p>	
<p>4) Research, develop, and collaborate on differentiated intervention strategies for students identified as needing additional strategic instruction.</p>	<p>As previously mentioned, students that were identified were given differentiated levels of intervention strategies. Math Facilitators continue to collaborate annually to establish best practices and RTI methods before sharing these out with the remainder of the staff via scheduled trainings.</p>	<p>\$0</p>	
<p>5) Develop a remedial course that specifically addresses 'math fundamentals' for all high school students who do not place into Algebra 1 via math assessment</p>	<p>ECS Corona Norco purchased student licensing through McGraw Hill for an adaptive math curriculum. The program focuses on current student abilities and</p>	<p>\$2500</p>	<p>\$2,345</p>

<p>6) Sites will hold regularly scheduled meetings to provide parents with a forum to contribute to the planning and analysis of student learning. These meetings will be facilitated by site admin.</p>	<p>weaknesses and helps students achieve daily growth through monitoring and assessment. Our facilitators use this information to further drive interventions.</p> <p>Each campus held their own regularly scheduled meetings. On average, a meeting was held every other month, with a back to school night held in the first month of the academic school year. These meeting dates and times were transmitted via the schools all-call system, Remind.com, and various social media platforms.</p>	<p>\$920</p>	<p>\$139</p>
<p>7) Utilize ALEKS math program for students in need of remediation</p>	<p>All facilitators were trained to utilize ALEKS math for students in need of remediation. ALEKS math uses a student assessment to determine the students current skill set and begins the intervention process wherever it determines there are gaps needing to be addressed. Students will work on ALEKS about an hour per week and earn elective credits for the remediation.</p>	<p>\$2500</p>	<p>\$542</p>
<p>8) Sites will hold regularly scheduled meetings to specifically address the needs of subgroups (African American, Low SES, McKinney Vento/Foster/Homeless) to provide parents with a forum to contribute to the planning and analysis of student learning.</p>	<p>Each site held their own meetings with dates and times transmitted via the school's all-call system, remind.com, and various social media platforms.</p> <p>Corona Meetings: 12/18/18 4/30/19</p>	<p>\$350</p>	<p>\$240</p>

Analysis

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

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

The overall implementation of the math goal, much like the ELA goal, required much more facilitator training than any of the previous goals and therefore proved to be more difficult. We encountered a similar issue as ELA with brand new incoming students where students would come from schools with integrated math courses and we would be tasked with assessing them accurately and quickly in order to get them placed into the correct courses. The ALEKS math program proved to be a valuable tool in remediation, and students were much more receptive to a program when they were able to receive additional elective credits for it. The math teachers will continue to collaborate and implement best practices as needed.

One positive aspect of our implementation has always been the frequency at which we hold community meetings to ensure all parents of all populations have a chance for their voices to be heard.

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

The overall effectiveness of our actions and services will not be measurable until our baseline is established, and we have new data to measure against. We feel that our students are making progress in these subjects but will not know how much until we are able to analyze the data against the baseline data being collected. Although our facilitators continue to do an excellent job identifying at-risk students, we will continue to work on filling in the gaps that would lead to a portion of our students scoring below level three on their Math tests. The curriculum department will continue to work on aligning our coursework and exams to the SBAC, which we believe will improve our scores. The department will also work on condensing the unit window in an effort to give our teachers more time to assess and re-teach material as needed. By offering our students fewer summative tests and more frequent formative quizzes, our facilitators can shift their focus to engagement of the material in hopes that our students spend more time learning and interacting with the material and less time focusing on simply studying for the exam.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

n/a

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.

Currently we do not feel that any changes need to be made, as we are collecting baseline data figures so that we can measure the progress. We will continue to implement RTI as needed with our students struggling in specific subjects, but won't have measurable growth until the upcoming school year.

Goal 7

Provide parents and students with adequate facilities to further support Excelsior families

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Provide parents and students with adequate facilities to further support Excelsior families	A family resource center will be fully operational by Fall 2020 at the latest. We have secured a location and began the planning process.
Each site will hold special population meetings for families	Every site help the required special population meetings for our Excelsior Families
Maintain participation in parent and student surveys	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Begin the planning process of securing a parent engagement center. This center will be used to engage all stakeholders and give the community the opportunity to provide input to Excelsior staff. This support will include bus passes, family workshops, and workshops for students in special populations.</p>	<p>Utilizing Excelsior Charter School as a jumping off point to get this started, we will utilize information gathered from the following:</p> <p>Excelsior Charter School individual campuses held their own meetings with dates and times transmitted via the school's all-call system, remind.com, and various social media platforms.</p> <p>Victorville: 9/18/18, 11/13/18, 2/20/19, 3/12/19, 5/14/19, 2/8/19, 5/9/19, 5/28/19</p> <p>Phelan: 11/13/2018, 2/21/2019</p> <p>Barstow: 11/7/18, 1/16/19, 3/6/19, and 5/1/19</p> <p>Ontario:</p>	<p>\$15,000</p>	<p>\$1,245</p>
<p>2) Provide Excelsior students with a school lunch nutritional program that is compliant with al ICA state guidelines</p>	<p>Excelsior provides full service National School Lunch programs at all sites.</p>	<p>\$15,000</p>	<p>\$5,685</p>

Analysis Goal 7

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

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

The aim of the family resource center is to provide parent and student level support in the areas of parent engagement, academic improvement, and community and social family-based needs, including but not limited to: Parent job search, tutoring, naturalization courses, high school diploma or GED, EL fluency. All course offerings will be based on community needs assessment. The overall implementation of the school lunch program was very successful.

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

So far we have secured a location for the family engagement center as well as conducted initial assessment of site improves and have begun to calendar the work to make the scheduled improvements. We have not yet secured the final contract, as that as being negotiated. Implementing the school meal plan has been widely successful, although our participation rates vary between campuses and we are still actively working to encourage participation and increase our numbers to potentially reach the community eligibility provision.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Excelsior's parent engagement center and lunch program will expand as the school grows, which will mean additional 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 will be necessary to this goal at this time.

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)

New Goal

Goal 1

College and Career Readiness indicators of "not prepared" level will decrease by 1% annually and move into "prepared" and/or "approaching prepared" level.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities:

Identified Need:

All students will engage with their facilitator in a Personal Life Plan and master 21st century skills in order to graduate from high school college and career ready.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
College/Career Readiness indicator	11.7% of all students met 'prepared'	Increase by 1% from previous year	Increase by 1% from previous year	Increase by 1% from previous year

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
College/Career Readiness indicator	19.8% of all students met 'approaching prepared'	Increase by 1% from previous year	Increase by 1% from previous year	Increase by 1% from previous year
Number of students concurrently enrolled with local college	11% of all students are concurrently enrolled	Maintain/Grow percentage of Excelsior students concurrently enrolled	Maintain/Grow percentage of Excelsior students concurrently enrolled	Maintain/Grow percentage of Excelsior students concurrently enrolled

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 Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2018-19 Actions/Services

Establish a partnership with the local community college to give students the opportunity to earn college credit through concurrent enrollment. To include:

- Victor Valley College
- Barstow College
- Norco College
- Chaffey College

2019-20 Actions/Services

Continue to build and grow partnership with the local community college to give students the opportunity to earn college credit through concurrent enrollment.

2020-21 Actions/Services

Continue to build and grow partnership with the local community college to give students the opportunity to earn college credit through concurrent enrollment.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$2000	\$2150	\$2300
Source	LCFF, Lottery	LCFF, Lottery	LCFF, Lottery
Budget Reference	R- 0000, 1100, 1400, 6300 O- 4xxx	R- 0000, 1100, 1400, 6300 O- 4xxx	R- 0000, 1100, 1400, 6300 O- 4xxx

Action 2

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

Students to be Served:

Location(s):

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

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

All Students	All Schools
--------------	-------------

OR

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

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

2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Support for college cohort programs including CTE pathways. To include: <ul style="list-style-type: none"> • Create a CTE pathway plan that can be followed and reviewed online by parent and student. • Create a course catalog to highlight available options and identify pre-requisites 	Continued support for college cohort programs and CTE pathways. Update course catalog as needed.	Continued support for college cohort programs and CTE pathways. Update course catalog as needed.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$3000	\$3200	\$3425
Source	LCFF, Lottery	LCFF, Lottery	LCFF, Lottery
Budget Reference	R- 0000, 1100, 1400, 6300 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R- 0000, 1100, 1400, 6300 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R- 0000, 1100, 1400, 6300 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	Specific Schools

OR

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

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

2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Continue expanding the AVID program at all participating sites. This includes: <ul style="list-style-type: none"> • Adding 11th/12th grade participation at the Phelan Campus. • Appointing an AVID site coordinator at the Victorville campus. • Provide more classroom support for AVID students at the AME campus 	Re-evaluate stakeholder input regarding the AVID program at ECS Corona Norco. Discontinue efforts based upon 2018-19 input from stakeholders.	Re-evaluate stakeholder input regarding the AVID program at ECS Corona Norco.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$10,000	\$0	\$0
Source	LCFF, Lottery, Title I	LCFF, Lottery, Title I	LCFF, Lottery, Title I

Budget Reference	R- 0000, 1100, 1400, 3010, 6300 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R- 0000, 1100, 1400, 3010, 6300 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R- 0000, 1100, 1400, 3010, 6300 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx
------------------	--	--	--

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Utilize A-G checks on an annual basis to identify gaps in completion and opportunities for dual enrollment.	Utilize A-G checks on an annual basis to identify gaps in completion and opportunities for dual enrollment.	Utilize A-G checks on an annual basis to identify gaps in completion and opportunities for dual enrollment.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$0	\$0
Source	NA	NA	NA
Budget Reference	NA	NA	NA

Action 5

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

Students to be Served:

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

ALL

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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)

--	--	--

2018-19 Actions/Services

Utilize CAASPP scores to measure progress and identify candidates for dual enrollment.

2019-20 Actions/Services

Utilize CAASPP scores to measure progress and identify candidates for dual enrollment.

2020-21 Actions/Services

Utilize CAASPP scores to measure progress and identify candidates for dual enrollment.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$2100	\$2100
Source	NA	NA	NA
Budget Reference	NA	NA	NA

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

New Goal

Goal 2

Maintain a rate of less than or equal to 6% in the area of Chronic Absenteeism

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Local Priorities:

Identified Need:

With attendance being such a huge measure of student success, chronic absenteeism rates are important in identifying potential dropouts and other at-risk students. By focusing our attention on these students Excelsior can maintain growth and simultaneously improve our graduation rate by giving these students the supports they need to be successful.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Chronic Absenteeism rate Source: CDE Dashboard	6.6%	<6%	<6%	<6%
Academic Contracts	Support student success by implementing universal academic contracts that allow facilitators to provide students with clear guidelines and academic goals	Maintain/decrease the percentage of students on academic contracts per site	Maintain/decrease the percentage of students on academic contracts per site	Maintain/decrease the percentage of students on academic contracts per site

SARIM/SARB Process	Develop and implement new processes to better support our at-risk student population	Maintain/increase communication with our at-risk student population	Maintain/increase communication with our at-risk student population	Maintain/increase communication with our at-risk student population
--------------------	--	---	---	---

Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

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

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
New	Unchanged	Unchanged

2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Update the SARIM/SARB process to utilize resources available to assist families with truancy and chronic absenteeism.	Continue use of implemented SARIM/SARB process and update as needed.	Continue use of implemented SARIM/SARB process and update as needed.

--	--	--

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$450	\$1000
Source	NA	NA	NA
Budget Reference	NA	NA	NA

Action 2

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

Students to be Served:

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

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

New	Unchanged	Unchanged
-----	-----------	-----------

2018-19 Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

Develop a universal academic contract to use when attendance-related intervention is necessary. Provide facilitators with training on implementing academic contracts.	Continue to implement academic contracts and provide additional facilitator training as needed.	Continue to implement academic contracts and provide additional facilitator training as needed.
--	---	---

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$3,500	\$3,500
Source	NA	NA	NA
Budget Reference	NA	NA	NA

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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
New	Unchanged	Unchanged
2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Implement Positive Behavior Interventions & Support (PBIS) to provide students with behavioral support to foster social, emotional, and academic success.	Continue to implement PBIS and train staff annually as needed, adding mentor teachers.	Continue to implement PBIS and train staff annually as needed.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$4000	\$24,000	\$25,200
Source	LCFF, Title I, Lottery, Special Education	LCFF, Title I, Lottery, Special Education	LCFF, Title I, Lottery, Special Education
Budget Reference	R- 0000, 1100, 1400, 3010, 6300 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R- 0000, 1100, 1400, 3010, 6300 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R- 0000, 1100, 1400, 3010, 6300 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

Students to be Served:	Scope of Services:	Location(s):
-------------------------------	---------------------------	---------------------

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

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

New	Unchanged	Unchanged
-----	-----------	-----------

2018-19 Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

Absenteeism intervention meetings with at-risk students and families to review ECS Corona Norco ADA requirements.	Absenteeism intervention meetings with at-risk students and families to review ECS Corona Norco ADA requirements.	Absenteeism intervention meetings with at-risk students and families to review ECS Corona Norco ADA requirements.
---	---	---

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$0	\$0
Source	NA	NA	NA
Budget Reference	NA	NA	NA

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

New Goal

Goal 3

80% of EL students will advance one grade level in a valid and reliable reading program.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5

Local Priorities:

Identified Need:

EL students will receive additional reading support throughout the school year to achieve proficiency on the CAASPP in the areas of Math and ELA. This reading support will also support these students across the curriculum and lead to a decrease in chronic absenteeism and increase in graduation rate.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
EL reading levels	EL students are assessed yearly in the fall and will use this score as a baseline to measure progress annually.	EL students are assessed yearly in the fall and will use this score as a baseline to measure progress annually.	EL students are assessed yearly in the fall and will use this score as a baseline to measure progress annually.	EL students are assessed yearly in the fall and will use this score as a baseline to measure progress annually.
Chronic Absenteeism rate Source: CDE Dashboard	6.6%	<6%	<6%	<6%
Reading Assessments	Students will be assessed annually based on initial reading assessment	Students will be assessed annually based on initial reading assessment	Students will be assessed annually based on initial reading assessment	Students will be assessed annually based on initial reading assessment

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):
Specific Student Groups	ALL

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	LEA-wide	All Schools

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
New	Unchanged	Unchanged

2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Administration will identify EL students via CALPADS/Home Language Survey annually to monitor and track EL status. Staff members will attend training/professional development to be compliant in the administration of the ELPAC.	Administration will identify EL students via CALPADS/Home Language Survey annually to monitor and track EL status.	Administration will identify EL students via CALPADS/Home Language Survey annually to monitor and track EL status.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$1250	\$4800	\$4800
Source	LCFF	LCFF	LCFF
Budget Reference	R-0000, 1400 O-4xxx, 5xxx	R-0000, 1400 O-4xxx, 5xxx	R-0000, 1400 O-4xxx, 5xxx

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):

Specific Student Groups	ALL
-------------------------	-----

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	LEA-wide	All Schools
------------------	----------	-------------

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

New	Unchanged	Unchanged
-----	-----------	-----------

2018-19 Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

EL students will be given a reading assessment via a valid reliable program to	EL students will be given a reading assessment via a valid reliable program to	EL students will be given a reading assessment via a valid reliable program to
--	--	--

determine baseline reading levels to be monitored and updated annually. Students reading at least 1.5 reading levels below grade level will be placed into a reading improvement support program.

determine baseline reading levels to be monitored and updated annually. Students reading at least 1.5 reading levels below grade level will be placed into a reading improvement support program.

determine baseline reading levels to be monitored and updated annually. Students reading at least 1.5 reading levels below grade level will be placed into a reading improvement support program.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$2000	\$2140	\$2300
Source	LCFF, Lottery, Title I	LCFF, Lottery, Title I	LCFF, Lottery, Title I
Budget Reference	R- 0000, 1100, 1400, 1600 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R- 0000, 1100, 1400, 1600 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R- 0000, 1100, 1400, 1600 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action 3

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

Students to be Served:

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

Location(s):

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

Specific Student Groups	ALL
-------------------------	-----

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	LEA-Wide	All Schools
------------------	----------	-------------

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
New	Unchanged	Unchanged
2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Monitor progress of EL student population in the reading improvement program. Implement RTI as needed for students not making progress within the reading improvement program.	Monitor progress of EL student population in the reading improvement program. Implement RTI as needed for students not making progress within the reading improvement program.	Monitor progress of EL student population in the reading improvement program. Implement RTI as needed for students not making progress within the reading improvement program.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$0	\$0
Source	NA	NA	NA
Budget Reference	NA	NA	NA

Action 4

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

Students to be Served:

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

Location(s):

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

Specific Student Groups	ALL
-------------------------	-----

OR

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

Students to be Served:

Scope of Services:

Location(s):

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

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

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

English Learners	LEA-wide	All Schools
------------------	----------	-------------

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

New	Unchanged	Unchanged
-----	-----------	-----------

2018-19 Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

Facilitators will frequently monitor current grade-level coursework to check for understanding and ensure growth in reading comprehension across the curriculum.	Facilitators will frequently monitor current grade-level coursework to check for understanding and ensure growth in reading comprehension across the curriculum.	Facilitators will frequently monitor current grade-level coursework to check for understanding and ensure growth in reading comprehension across the curriculum.
--	--	--

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$0	\$0
Source	NA	NA	NA
Budget Reference	NA	NA	NA

Action 5

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

Students to be Served:

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

Location(s):

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

Specific Student Groups	ALL
-------------------------	-----

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	LEA-Wide	All Schools

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
New	Unchanged	Unchanged

2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Create a help video for parents to support our students working in their reading program off-campus. This support video will instruct parents how to log-in to the reading program and check their children's progress to increase participation and accountability within the program.	Make adjustments to the instructional video as needed via parent feedback.	Make adjustments to the instructional video as needed via parent feedback.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$500	\$250
Source	NA	NA	NA
Budget Reference	NA	NA	NA

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

New Goal

Goal 4

Increase Graduation Rate by 3% annually

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Identified Need: Students that graduate with a high school diploma receive better job opportunities and a have much higher potential earnings than those that don't graduate, leading to much higher quality of life. Graduating high school is also paramount to getting accepted to college and earning a B.A./B.S. for our students that have chosen college as their PLP.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Graduation Rate Source: CDE Dashboard	77.1%	3% growth from previous year	3% growth from previous year	3% growth from previous 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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

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

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
New	Unchanged	Unchanged

2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Site administration will identify and track 4-year and 5-year cohort students.	Site administration will identify and track 4-year and 5-year cohort students.	Site administration will identify and track 4-year and 5-year cohort students.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$450	\$450
Source	NA	NA	NA

Budget Reference	NA	NA	NA
------------------	----	----	----

Action 2

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

Students to be Served:

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

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

New	Unchanged	Unchanged
-----	-----------	-----------

2018-19 Actions/Services

Administrators will conduct pre-enrollment consultations with prospective students to discuss a graduation timeline and review all requirements that need to be met in order to graduate on time.

2019-20 Actions/Services

Administrators will conduct pre-enrollment consultations with prospective students to discuss a graduation timeline and review all requirements that need to be met in order to graduate on time.

2020-21 Actions/Services

Administrators will conduct pre-enrollment consultations with prospective students to discuss a graduation timeline and review all requirements that need to be met in order to graduate on time.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$5,800	\$6,000
Source	NA	NA	NA
Budget Reference	NA	NA	NA

Action 3

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

--	--	--

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

New	Unchanged	Unchanged
-----	-----------	-----------

2018-19 Actions/Services

RTI for students that are no longer on track for graduation in four years to ensure graduation by the end of year five.

2019-20 Actions/Services

RTI for students that are no longer on track for graduation in four years to ensure graduation by the end of year five.

2020-21 Actions/Services

RTI for students that are no longer on track for graduation in four years to ensure graduation by the end of year five.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$5,000	\$6,000
Source	NA	NA	NA
Budget Reference	NA	NA	NA

Action 4

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

--	--	--

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

New	Unchanged	Unchanged
-----	-----------	-----------

2018-19 Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

Implement an accelerated credit summer boot camp to enable students that are behind credits the opportunity to catch up.	Maintain accelerated boot camp and make adjustments as needed.	Maintain accelerated boot camp and make adjustments as needed.
--	--	--

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$6500	\$4,800	\$5,200
Source	LCFF, Lottery, Title I	LCFF, Lottery, Title I	LCFF, Lottery, Title I
Budget Reference	R- 0000, 1100, 1400, 6300 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R- 0000, 1100, 1400, 6300 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R- 0000, 1100, 1400, 6300 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action 5

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

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

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
---	---	---

New	Unchanged	Unchanged
-----	-----------	-----------

2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Create a 'Graduation Plan' template that can be reviewed at facilitator appointments and online at any time to measure current progress towards graduation.	Maintain graduation plan and adjust with input as needed.	Maintain graduation plan and adjust with input as needed.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$2,000	\$2,000
Source	NA	NA	NA
Budget Reference	NA	NA	NA

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

New Goal

Goal 5

To increase all student's Academic performance in ELA by a minimum of 5 points annually as measured by the CAASP

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 8

Local Priorities:

Identified Need: The data indicates that all Excelsior students scored low in ELA on the most recent CAASPP and declined 9.9 points from our previous year. The goal takes aim at our overall student population as every single subgroup except for students with disabilities declined in score from the previous year.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
ELA All students <small>Source: CDE State Dashboard</small>	23.8 points below level 3	5 points in growth from previous year	5 points in growth from previous year	5 points in growth from previous 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: <small>(Select from All, Students with Disabilities, or Specific Student Groups)</small>	Location(s): <small>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</small>
All	All Schools

OR

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

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

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
New	Unchanged	Unchanged
2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
All Excelsior students will take a reading assessment to establish a baseline reading/comprehension level at the beginning of the academic school year.	All Excelsior students will take a reading assessment to establish a baseline reading/comprehension level at the beginning of the academic school year.	All Excelsior students will take a reading assessment to establish a baseline reading/comprehension level at the beginning of the academic school year.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$2000	\$4,250	\$5,000
Source	LCFF, Lottery, Title I	LCFF, Lottery, Title I	LCFF, Lottery, Title I
Budget Reference	R-0000, 1100, 1400, 6300 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R-0000, 1100, 1400, 6300 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R-0000, 1100, 1400, 6300 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

Students to be Served:	Scope of Services:	Location(s):
-------------------------------	---------------------------	---------------------

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

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

New	Unchanged	Unchanged
-----	-----------	-----------

2018-19 Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

<p>Follow-up reading assessments will be given to students in accordance with their baseline assessment:</p> <ul style="list-style-type: none"> • Students that score below grade level will be assessed three times per academic school year. • Students that score at grade level will be assessed once per semester. • Students that score above grade level will be assessed once per academic school year. 	<p>Follow-up reading assessments will be given to students in accordance with their baseline assessment:</p> <ul style="list-style-type: none"> • Students that score below grade level will be assessed three times per academic school year. • Students that score at grade level will be assessed once per semester. • Students that score above grade level will be assessed once per academic school year. 	<p>Follow-up reading assessments will be given to students in accordance with their baseline assessment:</p> <ul style="list-style-type: none"> • Students that score below grade level will be assessed three times per academic school year. • Students that score at grade level will be assessed once per semester. • Students that score above grade level will be assessed once per academic school year.
--	--	--

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$2,000	\$2,000
Source	NA	NA	NA
Budget Reference	NA	NA	NA

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
		Grades 7, 8, 9

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
New	Unchanged	Unchanged

2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Develop an RTI/Enrichment for students in grades 7-9 with tiered interventions to facilitate reading support through multiple modalities.	Maintain and adjust RTI/Enrichment participation with student/facilitator input.	Maintain and adjust RTI/Enrichment participation with student/facilitator input.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$24,000	\$24,000

Source	NA	NA	NA
Budget Reference	NA	NA	NA

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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

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

Use formative and summative data to identify students who are in danger of not meeting Level 3 ELA standard as measured by the CAASPP to inform intervention.

2019-20 Actions/Services

Use formative and summative data to identify students who are in danger of not meeting Level 3 ELA standard as measured by the CAASPP to inform intervention.

2020-21 Actions/Services

Use formative and summative data to identify students who are in danger of not meeting Level 3 ELA standard as measured by the CAASPP to inform intervention.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$0	\$0
Source	NA	NA	NA
Budget Reference	NA	NA	NA

Action 5

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

--	--	--

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

New	Unchanged	Unchanged
-----	-----------	-----------

2018-19 Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

Research, develop, and collaborate on differentiated intervention strategies for	Research, develop, and collaborate on differentiated intervention strategies for	Research, develop, and collaborate on differentiated intervention strategies for
--	--	--

students identified as needing additional focused instruction in ELA. Utilize this collaboration to integrate and align all additional resources (Quizlet, videos, etc) into Canvas.

students identified as needing additional focused instruction in ELA. Utilize this collaboration to integrate and align all additional resources (Quizlet, videos, etc) into Canvas.

students identified as needing additional focused instruction in ELA. Utilize this collaboration to integrate and align all additional resources (Quizlet, videos, etc) into Canvas.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$3500	\$3745	\$4000
Source	LCFF, Lottery, Title I	LCFF, Lottery, Title I	LCFF, Lottery, Title I
Budget Reference	R-000, 1100, 1400, 3010, 3310, 6300, 6500 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R-000, 1100, 1400, 3010, 3310, 6300, 6500 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R-000, 1100, 1400, 3010, 3310, 6300, 6500 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action 6

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

--	--	--

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

New

Unchanged

Unchanged

2018-19 Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

Develop a means to collect data on Content Strands in which students are not performing at level 3 to help inform our continual development of curriculum.

Assess the effectiveness of the process of collecting data and make adjustments as needed with input from the curriculum department, facilitators, and administration.

Assess the effectiveness of the process of collecting data and make adjustments as needed with input from the curriculum department, facilitators, and administration.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$12,000	\$12,000
Source	NA	NA	NA
Budget Reference	NA	NA	NA

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

New Goal

Goal 6

Increase the achievement of all students in math as measured on the CAASPP by 3 points annually

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 8

Local Priorities:

Identified Need: Math CAASPP scores have been low across the board in our most recent academic year. This goal will allow us to develop a plan to identify at-risk students and develop an intervention plan to get them the support they need. Our most recent data indicates that all students have done poorly, with the subgroup 'students with disabilities' being the only group to maintain their scores and our African American subgroup as the only group to increase.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
All Students Source: CDE Dashboard	83.2 points below level 3	Increase 3 points from previous year	Increase 3 points from previous year	Increase 3 points from previous year
Socioeconomically Disadvantaged Source: CDE Dashboard	99.3 points below level 3	Maintain current baseline/increase scores	Maintain current baseline/increase scores	Maintain current baseline/increase scores
Hispanic Source: CDE Dashboard	101.8 points below level 3	Increase 3 points from previous year	Increase 3 points from previous year	Increase 3 points from previous 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)

Location(s):

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

All	All Schools
-----	-------------

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
		9, 10, 11, 12

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
New	Unchanged	Unchanged

2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Develop a plan to ensure all students in grades 9-12 are placed into the appropriate math course. Develop a clear and concise list of pre-requisites for all existing math courses.	Continue to follow this model and update the pre-requisite course list as curriculum adds new math courses to the course catalog.	Continue to follow this model and update the pre-requisite course list as curriculum adds new math courses to the course catalog.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$12,000	\$12,000
Source	NA	NA	NA
Budget Reference	NA	NA	NA

Action 2

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

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

New

Unchanged

Unchanged

2018-19 Actions/Services

Use formative and summative data including the interim CAASPP Math assessment to identify students in danger of not meeting Level 3 (CAASPP) as well as to guide instruction and responses to intervention.

2019-20 Actions/Services

Use formative and summative data including the interim CAASPP Math assessment to identify students in danger of not meeting Level 3 (CAASPP) as well as to guide instruction and responses to intervention.

2020-21 Actions/Services

Use formative and summative data including the interim CAASPP Math assessment to identify students in danger of not meeting Level 3 (CAASPP) as well as to guide instruction and responses to intervention.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$8,000	\$8,000
Source	NA	NA	NA

Budget Reference

NA

NA

NA

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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

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

Align unit tests with SBAC testing/Common Core State Standards format to use as summative data/leading indicator for student achievement.

2019-20 Actions/Services

Measure effectiveness of the newly aligned tests by comparing CAASPP scores against student unit test scores and modify as needed.

2020-21 Actions/Services

Measure effectiveness of the newly aligned tests by comparing CAASPP scores against student unit test scores and modify as needed.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$5,000	\$5,000
Source	NA	NA	NA
Budget Reference	NA	NA	NA

Action 4

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

--	--	--

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

New	Unchanged	Unchanged
-----	-----------	-----------

2018-19 Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

Research, develop, and collaborate on differentiated intervention strategies for	Continue to research, develop, and collaborate on differentiated intervention	Continue to research, develop, and collaborate on differentiated intervention
--	---	---

students identified as needing additional strategic instruction.	strategies for students identified as needing additional strategic instruction.	strategies for students identified as needing additional strategic instruction.
--	---	---

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$0	\$24,000	\$24,000
Source	NA	NA	NA
Budget Reference	NA	NA	NA

Action 5

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

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

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
New	Unchanged	Unchanged

2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Develop a remedial course that specifically addresses 'Math Fundamentals' for all high school students who do not place into Algebra 1 via math assessment.	Maintain and update remedial math course as needed; continue to place students who do not place into Algebra 1 via math assessment.	Maintain and update remedial math course as needed; continue to place students who do not place into Algebra 1 via math assessment.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$2500	\$2500	\$2500
Source	LCFF, Lottery, Title I	LCFF, Lottery, Title I	LCFF, Lottery, Title I
Budget Reference	R-0000, 1100, 1400, 6300 O-1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R-0000, 1100, 1400, 6300 O-1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R-0000, 1100, 1400, 6300 O-1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action 6

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

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

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
New	Unchanged	Unchanged

2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Admin will hold regularly scheduled meetings to provide parents with a forum to contribute to the planning and analysis of student learning. These meetings will be facilitated by site administration and will come in the form of coffee with the principal, back to school night, open house, and school site council meetings.	Admin will hold regularly scheduled meetings to provide parents with a forum to contribute to the planning and analysis of student learning. These meetings will be facilitated by site administration and will come in the form of coffee with the principal, back to school night, open house, and school site council meetings.	Admin will hold regularly scheduled meetings to provide parents with a forum to contribute to the planning and analysis of student learning. These meetings will be facilitated by site administration and will come in the form of coffee with the principal, back to school night, open house, and school site council meetings.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$920	\$350	\$350
Source	LCFF, Lottery	LCFF, Lottery	LCFF, Lottery
Budget Reference	R- 0000, 1100, 1400 O- 4xxx	R- 0000, 1100, 1400 O- 4xxx	R- 0000, 1100, 1400 O- 4xxx

Action 7

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

--	--	--

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

New	Unchanged	Unchanged
-----	-----------	-----------

2018-19 Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

Utilize ALEKS math program for students needing remediation.	Utilize ALEKS math program for students needing remediation.	Utilize ALEKS math program for students needing remediation.
--	--	--

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$2500	\$2700	\$2900
Source	LCFF, Lottery, Title I, Special Education	LCFF, Lottery, Title I, Special Education	LCFF, Lottery, Title I, Special Education
Budget Reference	R- 0000, 1100, 1400, 3010, 3310, 6300, 6500 0- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R- 0000, 1100, 1400, 3010, 3310, 6300, 6500 0- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R- 0000, 1100, 1400, 3010, 3310, 6300, 6500 0- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action 8

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):

Specific Student Groups	All Schools
-------------------------	-------------

OR

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

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

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
New	Unchanged	Unchanged

2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Admin will hold regularly scheduled meetings to specifically address the needs of subgroups (Hispanic, African American, Low SES, McKinney-Vento/Foster/Homeless) and to provide parents with a forum to contribute to the planning and analysis of student learning. These meetings will be facilitated by site administration and will come in the form of coffee with the principal, back to school night, open house, and school site council meetings.	Admin will hold regularly scheduled meetings to specifically address the needs of this subgroup (Hispanic) and to provide parents with a forum to contribute to the planning and analysis of student learning. These meetings will be facilitated by site administration and will come in the form of coffee with the principal, back to school night, open house, and school site council meetings.	Admin will hold regularly scheduled meetings to specifically address the needs of this subgroup (Hispanic) and to provide parents with a forum to contribute to the planning and analysis of student learning. These meetings will be facilitated by site administration and will come in the form of coffee with the principal, back to school night, open house, and school site council meetings.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$350	\$350	\$350
Source	LCFF, Lottery, Title I	LCFF, Lottery, Title I	LCFF, Lottery, Title I
Budget Reference	R- 0000, 1100, 1400, 6300 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R- 0000, 1100, 1400, 6300 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	R- 0000, 1100, 1400, 6300 O- 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

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

New Goal

Goal 7

Provide parents and students with adequate facilities to further support Excelsior families

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need: All stakeholders deserve the opportunity to meet with ECS Corona Norco staff to offer input on the decisions being made by school administration. Per Priority 3, a stakeholder engagement center gives the parents a central location to meet with Excelsior and provide them with ideas and suggestions concerning LCAP, budget, and Special Populations. This will improve parent participation and make ECS Corona Norco more inclusive for everyone.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Parent Surveys	18% of students had parents complete annual survey	Maintain/Growth from previous year in annual survey participation	Maintain/Growth from previous year in annual survey participation	Maintain/Growth from previous year in annual survey participation
Special Populations parent meetings	Each site will conduct two meetings per school year to collect data and allow parent input	Each site will conduct two meetings per school year to collect data and allow parent input	Each site will conduct two meetings per school year to collect data and allow parent input	Each site will conduct two meetings per school year to collect data and allow parent input

Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

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

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
New	Unchanged	
2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Begin the planning process of securing a parent engagement center. This center will be used to engage all stakeholders and give the community the opportunity to provide input to Excelsior staff. This center will provide families with supports including bus passes, family workshops, and workshops for students in special populations.	Continue the use of the parent engagement center to give stakeholders the opportunity to provide meaningful input towards school decisions, including review of the LCAP.	Continue the use of the parent engagement center to give stakeholders the opportunity to provide meaningful input towards school decisions, including review of the LCAP.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$15,000	\$3000	\$15,000
Source	LCFF, Lottery, Title I	LCFF, Lottery, Title I	LCFF, Lottery, Title I
Budget Reference	R- 0000, 1100, 1400, 6300 O- 4xxx, 5xxx	R- 0000, 1100, 1400, 6300 O- 4xxx, 5xxx	R- 0000, 1100, 1400, 6300 O- 4xxx, 5xxx

Action 2

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

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

2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Provide ECS Corona Norco students with a school lunch nutritional program that is compliant with all California state guidelines	Provide ECS Corona Norco students with a school lunch nutritional program that is compliant with all California state guidelines	Provide ECS Corona Norco students with a school lunch nutritional program that is compliant with all California state guidelines

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$15,000	\$9,000	\$10,000
Source	LCFF, Lottery, Title I	LCFF, Lottery, Title I	LCFF, Lottery, Title I
Budget Reference	R- 0000, 1100, 1400, 6300 O- 4xxx, 5xxx	R- 0000, 1100, 1400, 6300 O- 4xxx, 5xxx	R- 0000, 1100, 1400, 6300 O- 4xxx, 5xxx

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

\$ 83,154

6.78%

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).

All students will receive the services in goals 1, 2, 4, 5, 6, 7

Our English Learner population will receive the following additional goals to ensure we are offering the supports needed for success:

- 3.1- Teachers and administration will undergo ELPAC training and EL student progress will be monitored by administration
- 3.2- EL students' progress in reading program will be monitored by facilitators
- 3.3- RTI as needed for EL students in reading program
- 3.4- EL students coursework will be carefully monitored to ensure comprehension and language growth throughout school year
- 3.5- A help video will be made for parents of EL students to help with reading program at home
- 6.8- Meetings will be held for parents in special populations to ensure supports, to include McKinney-Vento/Foster youth/Homeless, Low SES, English Learner/Hispanic/African-American

These actions have a budget of approximately \$64,770 over the course of the 2018-19 school year.

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of 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?