Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
LEA Name Natomas Unified School District	Scott Fitzgerald Principal	sfitzgerald@natomasunified.org (916) 567-5560

2017-20 Plan Summary

The Story

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

Leroy Greene Academy is a 6th through 12th-grade school that has an enrollment of 756 students. Over the last five years, enrollment has steadily grown as we will graduate our third senior class in May of 2019. LGA prides itself on its diversity and we have met our stated charter goal of serving a culturally diverse student body. Approximately 6% of Leroy Greene Academy students are English learners, with 45 students speaking 6 different languages. More than half of all LGA students receive Free and Reduced Lunch. Leroy Greene serves 1 homeless family, 95 students in special education; we provide mental health services to nearly 4% of the students, and 0 students live in foster care. Just over 56% of Leroy Greene's students fall into one or more of the three "high needs" categories – low-income, English learners or foster students – criteria identified as a priority in the state's new funding law.

Leroy Greene Academy prides itself on its vision, goals and core beliefs. Regardless of the demographic makeup of our school, we believe that all students will graduate as college and career ready, productive and engaged global citizens. We accomplish this through our goals, and our commitment to the belief that our diversity is our strength, all students can learn and disproportionality and disparity must be eliminated. Our school represents our Vision through action, with LCAP goals that align and help to make our goals and core beliefs a reality.

Over the last five years, we have grown our Business Entrepreneurship and Visual Arts and Technology Pathways and added 10 AP courses and 9th-grade college and career course. We have launched middle and high school athletics, music programs, and social-emotional and academic continuum of supports. Leroy Greene Academy is committed to ensuring that all students graduate college and career ready.

LCAP Highlights

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

LGA's 2018-2019 LCAP features a continuation of work to support students, staff and families in a variety of different ways. LGA will continue to support numerous actions to ensure students are successful in ELA, math, science, literacy, and civics. There will be intentional focus on our unduplicated students with academic and social emotional supports through our Multi-Tiered System of Supports.

Review of Performance

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

Greatest Progress

Leroy Greene Academy continues to make progress in connecting students to school and preparing them for college. 100% of LGA's seniors are on track to graduate in the 2018-2019 school year and 100% of those seniors are on track to fulfill the A-G requirements, meaning all seniors were eligible to enroll in a University of California or California State University. Our dropout rate in 2017-2018 was 0%. This state data reflects the diligent work of Leroy Greene Academy teachers, counselors, classified staff and leaders who are pushing each day to ensure that all LGA students graduate college and career ready.

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

Greatest Needs

The California dashboard shows ELA and math in the orange category of performance for the 2017-2018 school year. Steps to address this need include Common Core State Standards professional development; job-embedded professional development for teachers in grades 6-12; implementation of the California State Interim Assessment Benchmarks; continued internal assessments from math and English textbooks; a focus on the use of assessments to guide instruction; and direct support from Teachers on Special Assignments.

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

Performance Gaps

The California dashboard shows an orange indicator for all students performance in math. A red indicator exists in math for socioeconomically disadvantaged, students with disabilities and African American students for the fall of 2018. An orange indicator status exists for Hispanic students and English language learners. LGA will provide differentiation and co-teaching training to staff in

addition to coaching and weekly analysis meetings in order to address. We will also utilize NUSD district TOSA's to implement professional development and coaching regarding supporting student achievement in math, and specifically for students in the above mentioned demographic groups.

The California dashboard shows an orange indicator for all students performance in English Language Arts. A red indicator exists in English Language Arts for students with disabilities for the fall of 2018. Orange status exists for African American, Hispanic, and socioeconomically disadvantaged. LGA will provide differentiation and co-teaching training to staff in addition to coaching and weekly analysis meetings in order to address performance gaps. We will also utilize NUSD district TOSA's to implement professional development and coaching in order to support student achievement in English language arts, and specifically for students with disabilities and African American students.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

Increase student success in ELA, math, science, literacy and civics

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase the percentage of students who are meeting or exceeding standards as measured by the CAASPP in ELA and math **18-19** Increase by 1% over 2017-2018 in ELA Increase by 1% over 2017-2018 in math **Baseline** (2015-2016 CAASP) ELA 41% Math 23%	ELA 41%, Math 23%
Metric/Indicator	(2017 -2018)

	Expected	Actual

Expected	Actual
Increase number of students taking and passing AP exams **18-19** Maintain or increase the number of students taking AP exams. Increase pass rate by 10% **Baseline** (2015-2016) 19 students took an AP class 16 AP exams taken 3 passed AP test 5% pass rate (2016-2017) 130 students took an AP class 129 AP exams were taken 38 passed AP test 30% pass rate (2017-2018) 305 students took an AP class 310 AP exams taken Pass rates for 2017-2018 will be available in July 2018	40% pass rate (2018 - 2019) 97 students took an AP class AP testing is not finished, total exams taken will not be known until the end of May 2019 Pass rates for 2018-2019 will be available in July 2018
Metric/Indicator 100% of students will have standards aligned curriculum as aligned with the Williams process **18-19** 100% **Baseline** 100%	100%
Metric/Indicator Classroom walkthroughs will be conducted to monitor implementation of CCSS **18-19** 100% **Baseline** 100%	100%

Expected	Actual
Metric/Indicator Increase outcomes for English Learner students as measured by the English proficiency rates and/or redesignation rates **18-19** Redesignate at least 20 students **Baseline** (2016-2017) 29 students were redesignated (2015-2016) 22 students were redesignated (2016-2017) 25 students were redesignated	21 students redesignated; 47.8%
Metric/Indicator Improve implementation of ELD standards - Increase outcomes for English Learner students as measured by the English Learner Progress Dashboard indicator **18-19** 80% **Baseline** 79.6% 2014-2015 data as reported on the Spring 2017 Dashboard as English Learner Progress 100% 2015-2016 data as reported on the Spring 2018 Dashboard as English Learner Progress	As of July 2018 EL students would need to receive a 4 on the ELPAC to be considered passing. 45% of students scored a 4 overall. 81% of students received a 3 or a 4
Metric/Indicator Increase number of student devices by 120 to ensure there is a Chromebook cart in every core content course classroom and a set of PC laptops in CFI for use in business classes **18-19** 100% **Baseline** 100%	100%

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
Maintain a 2.0 FTE College and Career Counselor to support student A-G completion, high school graduation and 4 year planning in addition to supporting students social-emotional wellbeing	Provided support for completion of A-G, high school graduation, four year planning and social-emotional support	1000-1999: Certificated Personnel Salaries LCFF $106,098.46	Maintain a 1.0 FTE College and Career Counselor Salary 1000-1999: Certificated Personnel Salaries LCFF $83,883
		3000-3999: Employee Benefits	Maintain a 1.0 FTE College and Career Counselor Benefits 3000-3999: Employee Benefits LCFF $28,927
			Maintain a 1.0 FTE College and Career Counselor Salary 1000-1999: Certificated Personnel Salaries LCFF $83,883
			Maintain a 1.0 FTE College and Career Counselor Benefits 3000-3999: Employee Benefits LCFF $23,916

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students who have failed courses needed for graduation are required to attend summer school in 2019	Summer Program is provided in June 2019 for students to re-take courses required for graduation.	1100s $50,000	Certificated Staff Salaries 1000-1999: Certificated Personnel Salaries LCFF $42,240
			Classified Staff Salaries 2000-2999: Classified Personnel Salaries LCFF $3,840

			Supplies 4000-4999: Books And Supplies LCFF $1,000
			Administrative Salaries 1000-1999: Certificated Personnel Salaries LCFF $12,320

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Use Get Focused Stay Focused curriculum in College Career Course for 100% of 9th graders, abbreviated and follow up modules in 10-12th grade advisory. Provide training for teachers and counselors	Curriculum was renewed for the 2018-2019 school year	4000-4999: Books And Supplies LCFF $15,000	Curriculum 4000-4999: Books And Supplies LCFF $2,610.46
		5800: Professional/Consulting Services And Operating Expenditures $4,000	
		5000-5999: Services And Other Operating Expenditures $2,500	
		$3,000	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
One Chromebook cart in every core content course classroom and a set of PC laptops in CFI for use in business. Refresh devices as needed.	Every classroom has a chromebook cart and we have refreshed the devices as needed. Only one PC laptop had to be refurbished.	4000-4999: Books And Supplies LCFF $15,000	9 Chromebook carts purchased in 18-19 4000-4999: Books And Supplies LCFF $4,423.75
		Licence 5800: Professional/Consulting Services And Operating Expenditures $10,000	
		Whiteglove Service 5800: Professional/Consulting Services And Operating Expenditures $2,500	
		$2,500	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Renew licenses, software and purchase curriculum to support student learning	Renewed and/or purchased software and curriculum licenses	5800: Professional/Consulting Services And Operating Expenditures LCFF $50,000	Renewed and/or purchased software and curriculum licenses 5000-5999: Services And Other Operating Expenditures LCFF $66,632

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.

LGA continued the implementation of actions and services to support achievement through the implementation of the common core. College and Career Counselors helped ensure A-G completion, graduation and 4-year planning. Students needing to retake courses were enrolled in summer school. Get Focused Stay Focused was utilized for all 9th graders to build awareness of college and careers as well as supported students creation of 10-year plans. All teachers had the necessary technology needed to support CCSS implementation. Adobe software, business curriculum, and ELA curriculum were purchased and used. English Learner students will continue to be supported by LGA's lead EL teacher and NUSD's Teacher on Special Assignment team who supported redesignation, access/placement, and professional development. Students continued to be supported through a Multi-Tiered System of Supports (MTSS) with specific supports for student academic achievement, with a specific focus on English Learners, African American, and Hispanic students through site-based collaborative teams, LGA's Building Leadership Team and NUSD's District Leadership Team. The teams monitored the achievement of English Learners, African American, and Hispanic students. These teams also monitored core instruction and planned for student enrichment and support. Student Chromebooks continued to support instruction and student learning.

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

The metrics reflected in Goal 1 showed that we maintained our percentage of students who are meeting or exceeding standards as measured by the CAASPP in ELA and math. All students had standards aligned curriculum. All classrooms had classroom walkthroughs to monitor the implementation of Common Core State Standards. Teacher received professional development on Common Core State Standards to support ELA/ELD, Math and NGSS instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

More funds have been allocated due to the original budgeted amount did not reflect correct salary costs for 2.0 FTE college career counselors. In regards to summer program more funds have been allocated due to original budgeted amount did not reflect correct

program costs. Lastly, licenses and curriculum changes did not reflect budgeted amount, more funds needed to be allocated in this area.

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.

None

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Prepare students to be college and career ready

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Establish a baseline % of 11th graders who earn at least 11 UC/CSU a-g credits **18-19** 100% of LGA's 11th graders will earn at least 11 UC/CSU a-g credits **Baseline** 100% of LGA's 83 11th graders in 2016-2017 earned at least 11 UC/CSU a-g credits 100% of LGA's 70 11th graders in 2017-2018 earned at least 11 UC/CSU a-g credits	100%
Metric/Indicator Create a baseline of 12th graders who graduate w/ UC/CSU a-g completion 15 **18-19**	100%

Expected	Actual
95% of 12th graders will graduate w/ UC/CSU a-g completion (15 a-g) **Baseline** 100% of LGA's 30 seniors in 2016-2017 graduated with UC/CSU a-g completion 100% of LGA's 79 seniors in 2017-2018 graduated with UC/CSU a-g completion	
Metric/Indicator Implement the State Seal of Biliteracy process that tracks the number of students earning the California State Seal of Biliteracy **18-19** Increase the number of seniors earning the State Seal of Biliteracy to 10 **Baseline** 3 seniors earned the State Seal of Biliteracy in 2016-2017 11 seniors earned the State Seal of Biliteracy in 2018-2019	7
Metric/Indicator Maintain a 100% graduation rate **18-19** 100% of LGA's seniors will graduate with their class in 2019 **Baseline** 100% of LGA's seniors graduated with their class in 2017 100% of LGA's seniors are on track to graduate with their class in 2018	100%
Metric/Indicator Maintain student access to the ACT with a target of 98% of Juniors participating **18-19** 98% of LGA's juniors will take the ACT in 2018-2019 **Baseline** 99% of LGA's juniors took the ACT in 2016-2017 99% of LGA's juniors took the ACT in 2017-2018	As of the 2018-2019 school year LGA now pays for the SAT, 99% of Juniors took the SAT

Expected	Actual
Metric/Indicator Maintain a high school drop out rate of under .05% a year **18-19** Maintain a high school drop out rate of under .04% a year **Baseline** 2015-2016 Drop out rate is .4% 2016-2017 Drop out rate is 0%	.003%
Metric/Indicator Ensure that 100% of LGA seniors who plan to attend college apply to CSUS **18-19** Ensure that 100% of LGA seniors who plan to attend college apply to CSUS with LGA paying the application fee for students in need **Baseline** 93% of LGA seniors in 2016-2017 applied to CSUS 94% of LGA seniors in 2017-2018 applied to CSUS	91% of seniors applied to CSUS
Metric/Indicator Establish baseline percent of 11th graders college ready in ELA and math, percent of 12th graders who clear conditional readiness with approved course **18-19** 14% of 11th graders college ready in ELA 14% of 11th graders college ready in math Percent of 12th graders who will clear conditional readiness with approved course: ELA-56% Math-57% **Baseline** 14.6% of 11th graders college ready in ELA (ACT only) in 2016-2017 15.8 % of 11th graders college ready in math (ACT only) in 2016-2017	Percent of 12th graders who will clear conditional readiness with approved course: 53% in ELA 17% in Math As of 2018 LGA no longer pays for the ACT, we are now using the SAT 17% of 11th graders college ready in ELA (SAT only) 5% of 11th graders college ready in math (SAT only)

Expected	Actual
Percent of 12th graders in 2016-2017 who cleared conditional readiness with approved course: ELA-19-63% Math-20-66% 12% of 11th graders college ready in ELA (ACT only) in 2017-2018 9% of 11th graders college ready in math (ACT only) in 2017-2018 Percent of 12th graders in 2017-2018 who cleared conditional readiness with approved course: ELA-48% Math-42%	
Metric/Indicator Provide software for pathways courses **18-19** Renew Incubator business curriculum **Baseline** Renew Incubator business curriculum	Incubator curriculum was renewed
Metric/Indicator Purchase textbooks and curriculum for use in pathway and AP courses **18-19** Develop and purchase business curriculum for 6th and 10th grade Purchase textbooks to new AP courses to LGA **Baseline** Business curriculum in place for 7th, 11th and 12th grade courses Currently have AP English Literature, English Composition, Environmental Science and Spanish Language textbooks	Purchased
Metric/Indicator Ensure that 98% of 10th graders take the PSAT during the school day at LGA **18-19** Maintain 98% PSAT participation rate	99% of 10th graders took the PSAT in 2018 during the school day

Expected	Actual
Baseline 98% took the PSAT in 2016-2017	
Metric/Indicator Ensure that 98% of 11th graders take the ACT during the school day at LGA **18-19** Maintain 100% ACT participation rate **Baseline** 100% took the ACT in 2016-2017	As of the 2018-2019 school year LGA now pays for the SAT, 99% of Juniors took the SAT during the school day
Metric/Indicator Ensure that 98% of students enrolled in an AP exam take the associated AP exam **18-19** Maintain 98% AP exam participation rate	As of 5/7/19 77% of students enrolled in an AP class took the associated AP exam

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
All teachers will conduct officer hours for 1 hour twice a week to support students to ensure mastery of concepts that are aligned with content standards	100% of teachers conducted office hours in 2018-2019	Included in salary schedule N/A	No additional cost N/A

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
98% of LGA teachers have proper credentials	As of May 2019 98% teachers have proper credentials	No additional cost N/A	No additional cost N/A

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students who have failed courses needed for graduation are required to attend summer school in 2019	232 students attended summer school in 2017	1000-1999: Certificated Personnel Salaries LCFF $80,000	Certificated Staff Salaries 1000-1999: Certificated Personnel Salaries LCFF $42,240
			Classified Staff Salaries 2000-2999: Classified Personnel Salaries LCFF $3,840
			Supplies 4000-4999: Books And Supplies LCFF $1,000
			Administrative Salaries 1000-1999: Certificated Personnel Salaries LCFF $12,320

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Director of Student Affairs to support the development of LGA's multi-tiered system of supports, student activities, and connectedness	Maintained Director of Student Affairs who supported multi-tiered system of supports, student activities and connectedness	1000-1999: Certificated Personnel Salaries LCFF $137,353.93	Maintained Director of Student Affairs through December 2018. 1000-1999: Certificated Personnel Salaries LCFF $68,676.97

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Pay for AP exams for students	See action item 9	5000-5999: Services And Other Operating Expenditures LCFF $22,000	No additional cost N/A

Action 6

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

Pay for 1 college application fee for each high school senior in need	Paid application fee for 31 seniors	5000-5999: Services And Other Operating Expenditures LCFF $2,400	CSUS Application Fees paid for 31 seniors at LGA 5000-5999: Services And Other Operating Expenditures LCFF $1,705

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide 10th graders with access to PSAT exams during the school day to increase PSAT access for low income students and underrepresented subgroups	Continue to provide 10th graders with access to PSAT exams during the school day with LGA to increase access for low income students and students from typically underrepresented subgroups	5800: Professional/Consulting Services And Operating Expenditures LCFF $240	No additional cost N/A

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide 11th graders with access to ACT exam during the school day to increase ACT access for low income students and underrepresented subgroups	LGA now provides 11th graders access to SAT exams during the school day, this will also allow access to low income students and students from typically underrepresented subgroups	5800: Professional/Consulting Services And Operating Expenditures LCFF $4,500	No additional cost N/A

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide student enrolled in AP courses with access to AP exam during the school day to increase AP access for all students	282 AP exams were administered in 2017-2018	5800: Professional/Consulting Services And Operating Expenditures LCFF $20,000	AP Exams 5800: Professional/Consulting Services And Operating Expenditures LCFF $13,010

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.

Leroy Greene Academy continues to make college and career readiness a priority through providing AP exams to all AP students, providing the PSAT to all 10th graders and paying for the SAT for all Juniors. LGA also continues to pay for college application for students who don't qualify for fee waivers. Summer program continues to be an option for students who need remediation in an A-G course. We continue to maintain a high percentage of qualified credentialed teachers and continue to have a Director of Student Affairs whose job it is to focus on systems of support and connectedness.

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

Leroy Greene Academy continues to have a 100% graduation rate, with a high percentage of students continuing to be accepted into a four year college. Our efforts to provide and pay for exams helps with our college and career readiness indicators.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Leroy Greene Academy no longer provides 11th graders with access to the ACT, we instead provide them access to SAT exams during the school day. (Goal 2: Action 5). Continue to provide 10th graders with access to PSAT exams during the school day with LGA to increase access for low-income students and students from typically underrepresented subgroups were added as actions/services (Goal 2: Action 7). Continue to pay for AP exams for students enrolled in AP courses (Goal 2: Action 8). All three actions have been taking place at Leroy Greene since 2016, however, were not listed as LCAP actions/services.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Engage parents and families to support student success in school

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase the parent survey completion percent (local) **18-19** 25% **Baseline** 81 parents responded which represents 10%	117 respondents ; 17% response rate
Metric/Indicator Percent of parents who responded school staff welcomed my suggestions with an agree or strongly agree **18-19** Increase 1% above 2017-2018 baseline	Of the 117 respondents 68% agreed or strongly agreed

Expected	Actual
Baseline 90%* *the sampling size was too small to be statistically significant	

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
Administer parent survey	Parent survey administered	No additional cost N/A	No additional cost

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.

Parent survey was administered and publicized to all LGA parents via Infinite Campus Messenger, PTA meetings, weekly email newsletter and through a booth at Multi-cultural night

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

The survey garnered valuable feedback, for example parents responded that many current programs for students need to continue, safety should maintain a priority, access to technology should continue to support student learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

Create safe and welcoming learning environment where students attend and are connected

State and/or Local Priorities addressed by this goal:

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

Local Priorities: x

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Maintain student attendance at or above the 95% percent average **18-19** Maintain student attendance at or above the 97% average. **Baseline** Student attendance in 2016-2017 was 97% Student attendance in 2017-2018 was 96.4% as of 5-8-2018	96.4% as of 5/4/19
Metric/Indicator Decrease chronic absenteeism rate **18-19** Decrease chronic absenteeism rate below 3% **Baseline** Chronic absenteeism rate was 3.7% in 2016-2017 Chronic absenteeism rate was 6.8% in 2016-2017	6.5% as of 5/4/19

Expected	Actual
Metric/Indicator Decrease pupil suspension rate **18-19** Decrease pupil suspension rate below 8% **Baseline** Pupil suspension rate was 10% in 2016-2017 Pupil suspension rate was 9.8% in 2017-2018 as of 5-8-2018	12.3% as of 5/4/19
Metric/Indicator Maintain or increase the percent of students involved in music and athletics **18-19** Maintain the percent of students involved in music and athletics **Baseline** In 2016-2017 44% of LGA's population participated in Music. 43% participated in athletics In 2017-2018 55% LGA's population participated in music and or athletics	37% participated in Music and 29% participated in athletics
Metric/Indicator Establish baseline perceptions of school safety and connectedness via the senior survey, and social emotional and climate and culture **18-19** Maintain or increase the perceptions of school safety and connectedness via the senior survey, and social emotional and climate and culture **Baseline** 2016-2017 Senior: 90% of students responded to survey 81% responded agree or strongly agree that "I feel safe at my school" Social Emotional and Climate and Culture: 82% of students responded to survey 63% responded agree or strongly agree that "I feel safe at my school" 48% responded agree or strongly agree that "I feel like I am a part of this school" 2017-2018 survey's in progress, data not available until June 2018	2017-2018 data Senior Survey 88% seniors took the survey 84% responded agree or strongly agree that "I feel safe at school" Social Emotional and Climate Survey 82% of students took the survey 56% of students agreed or strongly agreed that they "feel safe at school" 40% of students agreed or strongly agreed that they "feel a part of the school" 2018-2019 survey is in progress, data will not be available until June 2019

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
Maintain Director of Student Affairs to support the development of LGA's multi-tiered system of supports, student activities, and connectedness	Director supported the development of LGA's multi-tiered system of supports, student activities, and connectedness	1000-1999: Certificated Personnel Salaries LCFF	No additional cost N/A

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to grow the middle and high school athletic and music programs and pay associated stipends	More than 1/3 of Leroy Greene Academy students participated in either music or athletic programs.	1000-1999: Certificated Personnel Salaries LCFF $125,000	Athletics Stipends 1000-1999: Certificated Personnel Salaries LCFF $68,750
		League Dues 5000-5999: Services And Other Operating Expenditures LCFF $80,000	NPAC Dues 5000-5999: Services And Other Operating Expenditures LCFF $400
		Equipment 4000-4999: Books And Supplies LCFF $1,161.54	Music Supplies 4000-4999: Books And Supplies LCFF $1,646.97
		5000-5999: Services And Other Operating Expenditures LCFF $1,500	
		$5,500	

Action 3

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

| All classes meet in appropriate learning facilities and facilities remain in good repair | All classes meet in appropriate learning facilities and facilities remain in good repair | 5000-5999: Services And Other Operating Expenditures LCFF $425,000 | Facility upkeep 5700-5799: Transfers Of Direct Costs LCFF $148,196 |

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent University will conduct workshops and will serve as a resource for information and support for parents	Workshops conducted	No additional cost N/A	No additional cost N/A

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All LGA students attend advisory 4 days a week for 20 min. Advisory teachers contact home on a regular basis and are able to log contact in Infinite Campus	Advisory conducted by 100% of LGA teachers 4 days a week	No additional cost N/A	No additional cost N/A

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.

Director position continued (Action 1). Music and Athletics were provided to all students in grades 6-12 (Action 2). All classes met in appropriate learning facilities and facilities remained in good repair (Action 3). Parent University held workshops and provided information (Action 4). 100% of LGA's teachers conducted advisory and contacted parents (Action 5).

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

Director position supported the implementation of LGA's multi-tiered system of supports and the actions of the Building Team and Grade Level Leads Team (Action 1). In 2017-2018 more than half of LGA's students participated in athletics and music. All classes met in appropriate learning facilities and facilities remained in good repair which supported student learning (Action 3). Parent

University held workshops and was a resource for information for parents (Acton 4). 100% of LGA's teacher conducted advisory and contacted parents (Action 5)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a whole action item 2 is well under budget however, in an effort to improve our performing arts department Leroy Greene spent $500 more on music equipment .

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.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual

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

Action 1

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.

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.

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.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Many actions have been taken to engage our stakeholders as part of the 2017-2020 LCAP update including an annual survey to gather insights and feedback.

Messaging was sent out to staff, parents, students and the community to participate in the stakeholder engagement process for the 2018-2019 school year.

On February 13, 2019, a midyear presentation was given to the Board of Trustees about our district progress report with data and metrics aligned to our district goals. In January the LGA principal presented LGA's results from the California School Dashboard results to the Board of Trustees.

On May 14, 2019, a presentation was shared with the LGA Executive Council on the status of all of the LCAP actions and services as well as the metrics in the 2018-2019 LCAP.

Annual Update:
For each action and service, the LGA principal presented the current status, sharing actions that had been successfully completed or were on track to be completed as well as actions and services that were not completed or would not be completed. Additionally, all available data were presented. Following that Executive Council meeting, the presentation was posted on the School website on May 14th.

The LCAP survey was communicated to staff through district email and the weekly PRIDE newsletter, to all families through our Infinite Campus messaging system, through a booth at expo night, through the weekly email update and via the LGA website.

Impact on LCAP and Annual Update

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

Input from our stakeholders continues to support our adopted vision that all students graduate college as career ready, productive, engaged global citizens.

Our stakeholders provided feedback on programs, actions, services, and expenditures at LGA in each of our four goals:
Goal 1: Increase student success in ELA, math, science, literacy, and civics.
Goal 2: Prepare students to be college and career ready
Goal 3: Engage parents and families to support student success in school
Goal 4: Create safe and welcoming learning environments where students attend and are connected to their schools
Goal 1 was revised based on feedback to add civics.

Through surveys and meetings with stakeholders, we learned that there is support for continuing our current direction as part of our Next 5 Strategic Directions in conjunction with NUSD. When asking for stakeholder feedback, participants were asked to rate their responses with a range from strongly disagree to strongly agree. The following reflects stakeholder responses with percentages reflecting those who answered to agreeing or strongly agreeing with our district goals being implemented:

Goal 1: Increase student success in ELA, math, science, literacy, and civics. 81% rated agree or strongly agree
Goal 2: Prepare students to be college and career ready: 88% rated agree or strongly agree
Goal 3: Engage parents and families to support student success in school 88% rated agree or strongly agree
Goal 4: Create safe and welcoming learning environments where students attend and are connected to their schools 92% rated agree or strongly agree
Goal 1 was revised based on feedback to add civics

A large percent of our stakeholders are aware of the actions and services at LGA to prepare college-ready graduates (88%), increase student success in ELA, math, science, literacy, and civics (81%), and to create safe and welcoming learning environments where students attend and are connected to their schools (92%). At the same time, there is a need to further engage parents and families to support student success in school and to continue and expand actions and services to continually improve outcomes for our students. Some key issues that were identified by our stakeholders as being important to address for the 2018-2019 school year include academic interventions and supports, additional after-school opportunities, communication home, and student engagement. This feedback is being used for budget planning purposes to utilize funds to continue supporting and expanding to meet these identified needs.

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)

Modified Goal

Goal 1

Increase student success in ELA, math, science, literacy and civics

State and/or Local Priorities addressed by this goal:

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

Local Priorities: x

Identified Need:

Continue to implement CCSS by providing appropriate textbooks and technology for students and staff

Improve implementation of ELD standards

Increase ELA and math proficiency for all students

Increase AP results

Improve outcomes for English Learner students, such as English proficiency rates and/or redesignation rates

Improve school-level academic interventions and acceleration for our students
- Improve school-level academic interventions and acceleration for African American students
- Improve school-level academic interventions and acceleration for English Learner students
- Improve school-level academic interventions and acceleration for Socioeconomically Disadvantaged students

- Improve school-level academic interventions and acceleration for Students with Disabilities

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the percentage of students who are meeting or exceeding standards as measured by the CAASPP in ELA and math	(2015-2016 CAASP) ELA 41% Math 23%	Increase by 1% over 2016-2017 in ELA Increase by 1% over 2016-2017 in math	Increase by 1% over 2017-2018 in ELA Increase by 1% over 2017-2018 in math	Increase by 1% over 2018-2019 in ELA Increase by 1% over 2018-2019 in math
Increase number of students taking and passing AP exams	(2015-2016) 19 students took an AP class 16 AP exams taken 3 passed AP test 5% pass rate (2016-2017) 130 students took an AP class 129 AP exams were taken 38 passed AP test 30% pass rate (2017-2018) 305 students took an AP class 310 AP exams taken Pass rates for 2017-2018 will be available in July 2018	Maintain or increase or maintain number of students taking AP exams. Increase pass rate by 10%	Maintain or increase the number of students taking AP exams. Increase pass rate by 10%	Maintain or increase the number of students taking AP exams. Increase pass rate by 10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of students will have standards aligned curriculum as aligned with the Williams process	100%	100%	100%	100%
Classroom walkthroughs will be conducted to monitor implementation of CCSS	100%	100%	100%	100%
Increase outcomes for English Learner students as measured by the English proficiency rates and/or redesignation rates	(2016-2017) 29 students were redesignated (2015-2016) 22 students were redesignated (2016-2017) 25 students were redesignated	Redesignate at least 20 students	Redesignate at least 20 students	Redesignate at least 20 students
Improve implementation of ELD standards - Increase outcomes for English Learner students as measured by the English Learner Progress Dashboard indicator	79.6% 2014-2015 data as reported on the Spring 2017 Dashboard as English Learner Progress 100% 2015-2016 data as reported on the Spring 2018 Dashboard as English Learner Progress	100%	80%	80.1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase number of student devices by 120 to ensure there is a Chromebook cart in every core content course classroom and a set of PC laptops in CFI for use in business classes	100%	100%	100%	100%

Planned Actions / Services

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

Action 1

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

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

All

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

Specific Grade Spans: 9-12

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain a 2.0 FTE College and Career Counselor to support student A-G completion, high school graduation and 4 year planning in addition to supporting students social-emotional wellbeing	Maintain a 2.0 FTE College and Career Counselor to support student A-G completion, high school graduation and 4 year planning in addition to supporting students social-emotional wellbeing	Maintain a 2.0 FTE College and Career Counselor to support student A-G completion, high school graduation and 4 year planning in addition to supporting students social-emotional wellbeing

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$104,098.46	$106,098.46	$108,098.46
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	Specific Grade Spans: 9-12

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Students who have failed courses needed for graduation are required to attend summer school in 2018	Students who have failed courses needed for graduation are required to attend summer school in 2019	Students who have failed courses needed for graduation are required to attend summer school in 2020

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$42,000	$50,000	$50,000
Budget Reference	1000s and 3000s	1100s	1100s

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	Specific Grade Spans: 9-12

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Use Get Focused Stay Focused curriculum in College Career Course for 100% of 9th graders, abbreviated and	Use Get Focused Stay Focused curriculum in College Career Course for 100% of 9th graders, abbreviated and	Use Get Focused Stay Focused curriculum in College Career Course for 100% of 9th graders, abbreviated and

follow up modules in 10-12th-grade advisory. Provide training for teachers and counselors	follow up modules in 10-12th-grade advisory. Provide training for teachers and counselors	follow up modules in 10-12th-grade advisory. Provide training for teachers and counselors

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,778.04	$15,000	$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$3,087.17	$4,000	$4,000
Source	LCFF		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	$1,690.87	$2,500	$2,500
Source	LCFF		
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$595	$3,000	$3,000

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	Specific Grade Spans: 6-12

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

One Chromebook cart in every core content course classroom and a set of PC laptops in CFI for use in business. Refresh devices as needed.

2018-19 Actions/Services

One Chromebook cart in every core content course classroom and a set of PC laptops in CFI for use in business. Refresh devices as needed.

2019-20 Actions/Services

One Chromebook cart in every core content course classroom and a set of PC laptops in CFI for use in business. Refresh devices as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$33,579.78	$15,000	$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$26,489.78	$10,000	$10,000
Source	LCFF		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Licence	5800: Professional/Consulting Services And Operating Expenditures Licence	5800: Professional/Consulting Services And Operating Expenditures Licence

Amount	$3,900	$2,500	$2,500
Source	LCFF		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Whiteglove Service	5800: Professional/Consulting Services And Operating Expenditures Whiteglove Service	5800: Professional/Consulting Services And Operating Expenditures Whiteglove Service
Amount	$3190	$2,500	$2,500

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)

Specific Grade Spans: 9-12

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Renew licenses, software and purchase curriculum to support student learning	Renew licenses, software and purchase curriculum to support student learning	Renew licenses, software and purchase curriculum to support student learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000	$50,000	$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2

Prepare students to be college and career ready

State and/or Local Priorities addressed by this goal:

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

Local Priorities: x

Identified Need:

In order to better prepare students to be college and career ready, there is a need to:
Increase college access and college awareness
Increase the UC/CSU a-g for Hispanic students
Increase the UC/CSU a-g for African American students

Maintain and improve the middle/high school one year dropout rate and establish the high school graduation cohort rate

Continue to provide students with access to Advanced Placement (AP)

Provide and monitor enrollment for college/career pathways and career sequences/classes

Continue to provide students the opportunity to earn the CA State Seal of Biliteracy

Increase percentage of students who are college ready

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Establish a baseline % of 11th graders who earn at least 11 UC/CSU a-g credits	100% of LGA's 83 11th graders in 2016-2017 earned at least 11 UC/CSU a-g credits 100% of LGA's 70 11th graders in 2017-2018 earned at least 11 UC/CSU a-g credits	100% of LGA's 11th graders will earn at least 11 UC/CSU a-g credits	100% of LGA's 11th graders will earn at least 11 UC/CSU a-g credits	100% of LGA's 11th graders will earn at least 11 UC/CSU a-g credits
Create a baseline of 12th graders who graduate w/ UC/CSU a-g completion 15	100% of LGA's 30 seniors in 2016-2017 graduated with UC/CSU a-g completion 100% of LGA's 79 seniors in 2017-2018 graduated with UC/CSU a-g completion	95% of 12th graders will graduate w/ UC/CSU a-g completion (15 a-g)	95% of 12th graders will graduate w/ UC/CSU a-g completion (15 a-g)	95% of 12th graders will graduate w/ UC/CSU a-g completion (15 a-g)
Implement the State Seal of Biliteracy process that tracks the number of students earning the California State Seal of Biliteracy	3 seniors earned the State Seal of Biliteracy in 2016-2017 11 seniors earned the State Seal of Biliteracy in 2018-2019	Increase the number of seniors earning the State Seal of Biliteracy to 10	Increase the number of seniors earning the State Seal of Biliteracy to 10	Increase the number of seniors earning the State Seal of Biliteracy to 10
Maintain a 100% graduation rate	100% of LGA's seniors graduated with their class in 2017	100% of LGA's seniors will graduate with their class in 2018	100% of LGA's seniors will graduate with their class in 2019	100% of LGA's seniors will graduate with their class in 2020

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	100% of LGA's seniors are on track to graduate with their class in 2018			
Maintain student access to the ACT with a target of 98% of Juniors participating	99% of LGA's juniors took the ACT in 2016-2017 99% of LGA's juniors took the ACT in 2017-2018	98% of LGA's juniors will take the ACT in 2017-2018	98% of LGA's juniors will take the ACT in 2018-2019	98% of LGA's juniors will take the ACT in 2019-2020
Maintain a high school drop out rate of under .05% a year	2015-2016 Drop out rate is .4% 2016-2017 Drop out rate is 0%	Maintain a high school drop out rate of under .04% a year	Maintain a high school drop out rate of under .04% a year	Maintain a high school drop out rate of under .04% a year
Ensure that 100% of LGA seniors who plan to attend college apply to CSUS	93% of LGA seniors in 2016-2017 applied to CSUS 94% of LGA seniors in 2017-2018 applied to CSUS	Ensure that 100% of LGA seniors who plan to attend college apply to CSUS with LGA paying the application fee for students in need	Ensure that 100% of LGA seniors who plan to attend college apply to CSUS with LGA paying the application fee for students in need	Ensure that 100% of LGA seniors who plan to attend college apply to CSUS with LGA paying the application fee for students in needv
Establish baseline percent of 11th graders college ready in ELA and math, percent of 12th graders who clear conditional readiness with approved course	14.6% of 11th graders college ready in ELA (ACT only) in 2016-2017 15.8 % of 11th graders college ready in math (ACT only) in 2016-2017	12% of 11th graders college ready in ELA 9% of 11th graders college ready in math Percent of 12th graders who will clear	14% of 11th graders college ready in ELA 14% of 11th graders college ready in math Percent of 12th graders who will clear	16% of 11th graders college ready in ELA 16% of 11th graders college ready in math Percent of 12th graders who will clear

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Percent of 12th graders in 2016-2017 who cleared conditional readiness with approved course: ELA-19-63% Math-20-66% 12% of 11th graders college ready in ELA (ACT only) in 2017-2018 9% of 11th graders college ready in math (ACT only) in 2017-2018 Percent of 12th graders in 2017-2018 who cleared conditional readiness with approved course: ELA-48% Math-42%	conditional readiness with approved course: ELA-58% Math-56%	conditional readiness with approved course: ELA-56% Math-57%	conditional readiness with approved course: ELA-54% Math-55%
Provide software for pathways courses	Renew Incubator business curriculum	Renew Incubator business curriculum	Renew Incubator business curriculum	Renew Incubator business curriculum
Purchase textbooks and curriculum for use in pathway and AP courses	Business curriculum in place for 7th, 11th and 12th grade courses Currently have AP English Literature, English Composition, Environmental Science and Spanish Language textbooks	Develop and purchase business curriculum for 8th grade course Purchase AP Biology, US History, Human Geography, Government and Photography textbooks	Develop and purchase business curriculum for 6th and 10th grade Purchase textbooks to new AP courses to LGA	Purchase textbooks to new AP courses to LGA

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Ensure that 98% of 10th graders take the PSAT during the school day at LGA	98% took the PSAT in 2016-2017	Maintain 98% PSAT participation rate	Maintain 98% PSAT participation rate	Maintain 98% PSAT participation rate
Ensure that 98% of 11th graders take the ACT during the school day at LGA	100% took the ACT in 2016-2017	Maintain 100% ACT participation rate	Maintain 100% ACT participation rate	Maintain 100% ACT participation rate
Ensure that 98% of students enrolled in an AP exam take the associated AP exam		Maintain 98% AP exam participation rate	Maintain 98% AP exam participation rate	Maintain 98% AP exam participation rate

Planned Actions / Services

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

Action 1

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

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

All

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

Specific Grade Spans: 6-12

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All teachers will conduct officer hours for 1 hour twice a week to support students to ensure mastery of concepts that are aligned with content standards	All teachers will conduct officer hours for 1 hour twice a week to support students to ensure mastery of concepts that are aligned with content standards	All teachers will conduct officer hours for 1 hour twice a week to support students to ensure mastery of concepts that are aligned with content standards

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Budget Reference	Included in salary schedule	Included in salary schedule	Included in salary schedule

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	Specific Grade Spans: 9-12

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
98% of LGA teachers have proper credentials	98% of LGA teachers have proper credentials	98% of LGA teachers have proper credentials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Budget Reference	No additional cost	No additional cost	No additional cost

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	Specific Grade Spans: 9-12

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Students who have failed courses needed for graduation are required to attend summer school in 2018	Students who have failed courses needed for graduation are required to attend summer school in 2019	Students who have failed courses needed for graduation are required to attend summer school in 2020

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,000	$80,000	$80,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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
 [Add Students to be Served selection here] | Specific Grade Spans: 6-12
 [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)

| English Learners
 Foster Youth
 Low Income
 [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain Director of Student Affairs to support the development of LGA's multi-	Maintain Director of Student Affairs to support the development of LGA's multi-	Maintain Director of Student Affairs to support the development of LGA's multi-

tiered system of supports, student activities, and connectedness	tiered system of supports, student activities, and connectedness	tiered system of supports, student activities, and connectedness

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$133,353.93	$137,353.93	$141,353.93
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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	Specific Grade Spans: 6-12

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Pay for AP exams for students	Pay for AP exams for students	Pay for AP exams for students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$21,358	$22,000	$23,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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)

All

[Add Students to be Served selection here]

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

Specific Grade Spans: 9-12

[Add Location(s) selection here]

OR

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

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

Low Income

[Add Students to be Served selection here]

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

Schoolwide

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Pay for 1 college application fee for each high school senior in need	Pay for 1 college application fee for each high school senior in need	Pay for 1 college application fee for each high school senior in need

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,530	$2,400	$12,400
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Low Income

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

Schoolwide

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide 10th graders with access to PSAT exams during the school day to increase PSAT access for low income students and underrepresented subgroups	Continue to provide 10th graders with access to PSAT exams during the school day to increase PSAT access for low income students and underrepresented subgroups	Continue to provide 10th graders with access to PSAT exams during the school day to increase PSAT access for low income students and underrepresented subgroups

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$240	$240	$280
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Low Income

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

Schoolwide

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide 11th graders with access to ACT exam during the school day to increase ACT access for low income students and underrepresented subgroups	Continue to provide 11th graders with access to ACT exam during the school day to increase ACT access for low income students and underrepresented subgroups	Continue to provide 11th graders with access to ACT exam during the school day to increase ACT access for low income students and underrepresented subgroups

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,375	$4,500	$4,500
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 9

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	

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide student enrolled in AP courses with access to AP exam during the school day to increase AP access for all students	Continue to provide student enrolled in AP courses with access to AP exam during the school day to increase AP access for all students	Continue to provide student enrolled in AP courses with access to AP exam during the school day to increase AP access for all students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$21,358	$20,000	$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 3

Engage parents and families to support student success in school

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Implement a parent survey – with specific focus on parent feedback and whether they feel their input is welcome

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the parent survey completion percent (local)	81 parents responded which represents 10%	10%	25%	40%
Percent of parents who responded school staff welcomed my suggestions with an agree or strongly agree	90%* *the sampling size was too small to be statistically significant	85%	Increase 1% above 2017-2018 baseline	Increase 1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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	

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Administer parent survey	Administer parent survey	Administer parent survey

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Budget Reference	No additional cost	No additional cost	No additional cost

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 4

Create safe and welcoming learning environment where students attend and are connected

State and/or Local Priorities addressed by this goal:

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

Local Priorities: x

Identified Need:

Maintain charter-wide attendance rate and decrease chronic absentee rate
Maintain expulsion rate
Decrease charter-wide suspension rate
Increase social emotional supports for student at the school level, with an emphasis on African American and Hispanic students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain student attendance at or above the 95% percent average	Student attendance in 2016-2017 was 97% Student attendance in 2017-2018 was 96.4% as of 5-8-2018	Maintain student attendance at or above the 97% average.	Maintain student attendance at or above the 97% average.	Maintain student attendance at or above the 97% average.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease chronic absenteeism rate	Chronic absenteeism rate was 3.7% in 2016-2017 Chronic absenteeism rate was 6.8% in 2016-2017	Decrease chronic absenteeism rate below 3.5%	Decrease chronic absenteeism rate below 3%	Decrease chronic absenteeism rate below 3.%
Decrease pupil suspension rate	Pupil suspension rate was 10% in 2016-2017 Pupil suspension rate was 9.8% in 2017-2018 as of 5-8-2018	Decrease pupil suspension rate below 8%	Decrease pupil suspension rate below 8%	Decrease pupil suspension rate below 8%
Maintain or increase the percent of students involved in music and athletics	In 2016-2017 44% of LGA's population participated in Music. 43% participated in athletics In 2017-2018 55% LGA's population participated in music and or athletics	Increase the percent of students involved in music and athletics by 2%	Maintain the percent of students involved in music and athletics	Maintain the percent of students involved in music and athletics
Establish baseline perceptions of school safety and connectedness via the senior survey, and social emotional and climate and culture	2016-2017 Senior: 90% of students responded to survey 81% responded agree or strongly agree that "I feel safe at my school" Social Emotional and Climate and Culture: 82% of students responded to survey	Maintain or increase the perceptions of school safety and connectedness via the senior survey, and social emotional and climate and culture	Maintain or increase the perceptions of school safety and connectedness via the senior survey, and social emotional and climate and culture	Maintain or increase the perceptions of school safety and connectedness via the senior survey, and social emotional and climate and culture

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	63% responded agree or strongly agree that "I feel safe at my school" 48% responded agree or strongly agree that "I feel like I am a part of this school" 2017-2018 survey's in progress, data not available until June 2018			

Planned Actions / Services

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

Action 1

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

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

All

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

Specific Grade Spans: 6-12

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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

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

| Modified Action | Unchanged Action | Unchanged Action |

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain Director of Student Affairs to support the development of LGA's multi-tiered system of supports, student activities, and connectedness	Maintain Director of Student Affairs to support the development of LGA's multi-tiered system of supports, student activities, and connectedness	Maintain Director of Student Affairs to support the development of LGA's multi-tiered system of supports, student activities, and connectedness

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$133,353.93		
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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 | Specific Grade Spans: 6-12 |

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to grow the middle and high school athletic and music programs and pay associated stipends	Continue to grow the middle and high school athletic and music programs and pay associated stipends	Continue to grow the middle and high school athletic and music programs and pay associated stipends

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000	$125,000	$130,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Stipends	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$72,500	$80,000	$83,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures League Dues	5000-5999: Services And Other Operating Expenditures League Dues	5000-5999: Services And Other Operating Expenditures League Dues
Amount	$1161.54	$1,161.54	$1,161.54
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Equipment	4000-4999: Books And Supplies Equipment	4000-4999: Books And Supplies Equipment
Amount	$1,200	$1,500	$1,800
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$5,000	$5,500	$6,000

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)

Specific Grade Spans: 6-12

<div align="center">OR</div>

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All classes meet in appropriate learning facilities and facilities remain in good repair	All classes meet in appropriate learning facilities and facilities remain in good repair	All classes meet in appropriate learning facilities and facilities remain in good repair

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$400,000	$425,000	$425,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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	Specific Grade Spans: 6-12

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent University will conduct workshops and will serve as a resource for information and support for parents	Parent University will conduct workshops and will serve as a resource for information and support for parents	Parent University will conduct workshops and will serve as a resource for information and support for parents

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Budget Reference	No additional cost	No additional cost	No additional cost

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	Specific Grade Spans: 6-12

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

All LGA students attend advisory 4 days a week for 20 min. Advisory teachers contact home on a regular basis and are able to log contact in Infinite Campus

2018-19 Actions/Services

All LGA students attend advisory 4 days a week for 20 min. Advisory teachers contact home on a regular basis and are able to log contact in Infinite Campus

2019-20 Actions/Services

All LGA students attend advisory 4 days a week for 20 min. Advisory teachers contact home on a regular basis and are able to log contact in Infinite Campus

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Budget Reference	No additional cost	No additional cost	No additional cost

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 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$$957,234	14.29%%

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).

More than half (56%) of Leroy Greene's students are unduplicated students and the actions and services identified in the LCAP will best serve ALL students, including ALL subgroups, socioeconomically disadvantaged students, Foster Youth, students with disabilities, and English learners by providing increased/improved/targeted actions and services as outlined above. The following actions and services are intentional to better support our unduplicated students:

Goal 1 Action 2: Continue to provide summer school program that addresses graduation and UC/CSU a-g original credit and credit recovery and middle school enrichment
Goal 2 Action 3: Continue to provide summer school program that addresses graduation and UC/CSU a-g original credit and credit recovery and middle school enrichment
Goal 2 Action 6: Pay for 1 college application feed for each high school senior in need
Goal 2 Action 9: Continue to provide 10th graders with access to PSAT exams during the school day

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$718,380	11.27%

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).

More than half (56%) of Leroy Greene's students are unduplicated students and the actions and services identified in the LCAP will best serve ALL students, including ALL subgroups, socioeconomically disadvantaged students, Foster Youth, students with disabilities, and English learners by providing increased/improved/targeted actions and services as outlined above. The following actions and services are intentional to better support our unduplicated students:

Goal 1 Action 2: Continue to provide summer school program that addresses graduation and UC/CSU a-g original credit and credit recovery and middle school enrichment
Goal 2 Action 3: Continue to provide summer school program that addresses graduation and UC/CSU a-g original credit and credit recovery and middle school enrichment
Goal 2 Action 6: Pay for 1 college application feed for each high school senior in need
Goal 2 Action 9: Continue to provide 10th graders with access to PSAT exams during the school day

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$707,714	12.19%

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).

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

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

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

A. Statewide assessments;

B. The Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

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

A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:
    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
        (i) are enrolled in a Non-Public School
        (ii) receive instruction through a home or hospital instructional setting
        (iii) are attending a community college full-time.
    (2) The number of students who meet the enrollment requirements.
    (3) Divide (1) by (2).

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

(c) "High school graduation rate" shall be calculated as follows:
    (1) For a 4-Year Cohort Graduation Rate:
        (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
        (B) The total number of students in the cohort.
        (C) Divide (1) by (2).
    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
        (A) The number of students who either graduated as grade 11 students or who earned any of the following:
        (i) a regular high school diploma
        (ii) a High School Equivalency Certificate
        (iii) an adult education diploma
        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
        (B) The number of students in the DASS graduation cohort.
        (C) Divide (1) by (2).

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

(e) "Expulsion rate" shall be calculated as follows:
    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

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

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

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

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

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

Guiding Questions: Stakeholder Engagement

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

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

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

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

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

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	1,165,253.93	715,460.15	1,299,839.50	1,165,253.93	1,171,093.93	3,636,187.36
	80,000.00	0.00	50,785.00	80,000.00	80,500.00	211,285.00
LCFF	1,085,253.93	715,460.15	1,249,054.50	1,085,253.93	1,090,593.93	3,424,902.36

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

	Total Expenditures by Object Type					
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,165,253.93	715,460.15	1,299,839.50	1,165,253.93	1,171,093.93	3,636,187.36
	11,000.00	0.00	8,785.00	11,000.00	11,500.00	31,285.00
1000-1999: Certificated Personnel Salaries	448,452.39	414,312.97	550,806.32	448,452.39	459,452.39	1,458,711.10
1000s and 3000s	0.00	0.00	42,000.00	0.00	0.00	42,000.00
1100s	50,000.00	0.00	0.00	50,000.00	50,000.00	100,000.00
2000-2999: Classified Personnel Salaries	0.00	7,680.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	0.00	52,843.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	31,161.54	10,681.18	39,519.36	31,161.54	31,161.54	101,842.44
4000s	0.00	0.00	0.00	0.00	0.00	0.00
4000s and 5000s	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	533,400.00	68,737.00	499,278.87	533,400.00	547,700.00	1,580,378.87
5700-5799: Transfers Of Direct Costs	0.00	148,196.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	91,240.00	13,010.00	159,449.95	91,240.00	71,280.00	321,969.95

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

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	1,165,253.93	715,460.15	1,299,839.50	1,165,253.93	1,171,093.93	3,636,187.36
		11,000.00	0.00	8,785.00	11,000.00	11,500.00	31,285.00
1000-1999: Certificated Personnel Salaries	LCFF	448,452.39	414,312.97	550,806.32	448,452.39	459,452.39	1,458,711.10
1000s and 3000s		0.00	0.00	42,000.00	0.00	0.00	42,000.00
1100s		50,000.00	0.00	0.00	50,000.00	50,000.00	100,000.00
1100s	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	7,680.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	LCFF	0.00	52,843.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies		0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	31,161.54	10,681.18	39,519.36	31,161.54	31,161.54	101,842.44
4000s	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
4000s and 5000s	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures		2,500.00	0.00	0.00	2,500.00	2,500.00	5,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	530,900.00	68,737.00	499,278.87	530,900.00	545,200.00	1,575,378.87
5700-5799: Transfers Of Direct Costs	LCFF	0.00	148,196.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures		16,500.00	0.00	0.00	16,500.00	16,500.00	33,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	74,740.00	13,010.00	159,449.95	74,740.00	54,780.00	288,969.95

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

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Goal						
Goal 1	260,598.46	353,675.21	323,409.10	260,598.46	242,598.46	826,606.02
Goal 2	266,493.93	142,791.97	263,214.93	266,493.93	281,533.93	811,242.79
Goal 4	638,161.54	218,992.97	713,215.47	638,161.54	646,961.54	1,998,338.55

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