

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: IvyTech Charter School

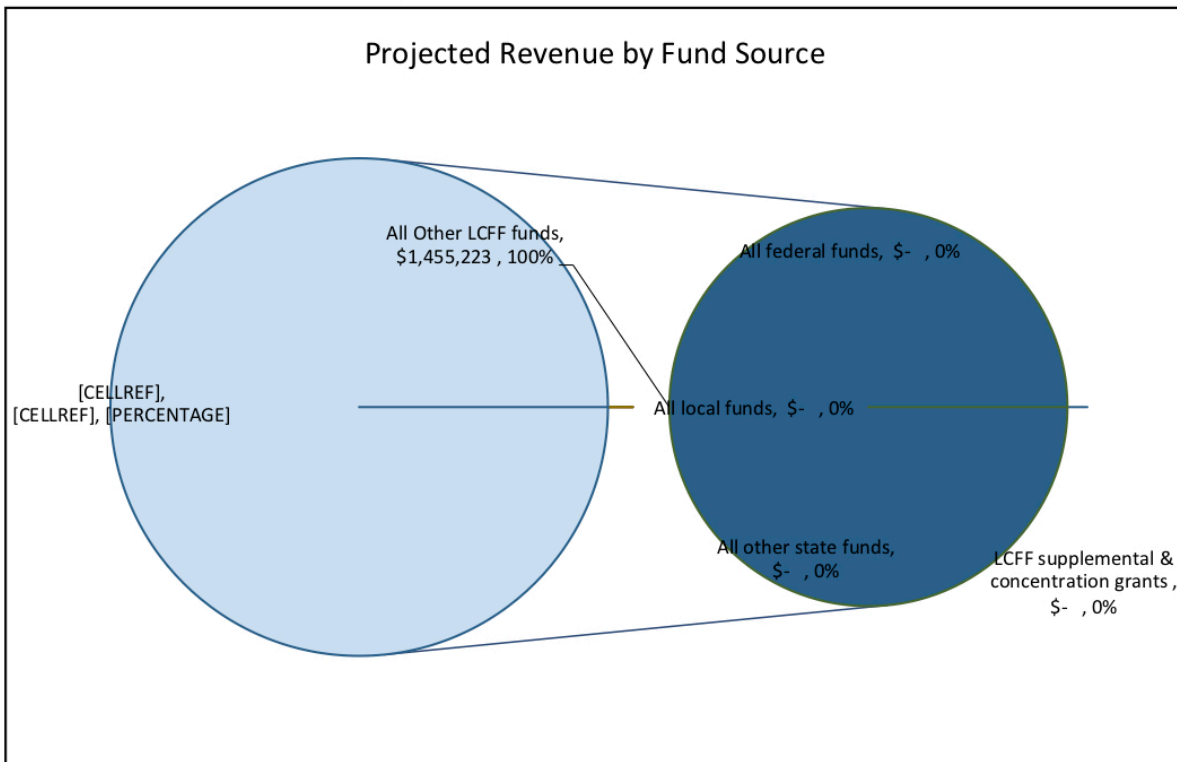
CDS Code: 56 73940 0121426

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

LEA contact information: Jaqueline Gardner, (805)222-5188, msgardner@ivytechcs.org

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

Budget Overview for the 2019-20 LCAP Year

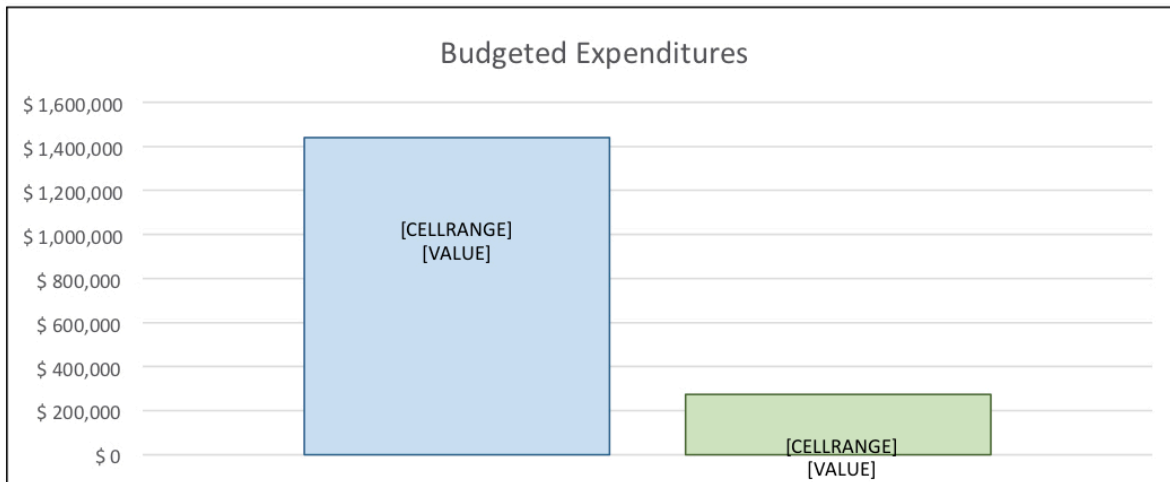


This chart shows the total general purpose revenue IvyTech Charter School expects to receive in the coming year from all sources.

The total revenue projected for IvyTech Charter School is \$1,455,223.00, of which \$1,455,223.00 is Local Control Funding Formula (LCFF), \$0.00 is other state funds, \$0.00 is local funds, and \$0.00 is federal funds. Of the \$1,455,223.00 in LCFF Funds, \$0.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



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

IvyTech Charter School plans to spend \$1,440,303.00 for the 2019-20 school year. Of that amount, \$274,600.00 is tied to actions/services in the LCAP and \$1,165,703.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

IvyTech Charter School is operated as a not-for profit public charter school. General fund expenditures not reported on the Local Control and Accountability Plan (LCAP) are recorded under the following categories:

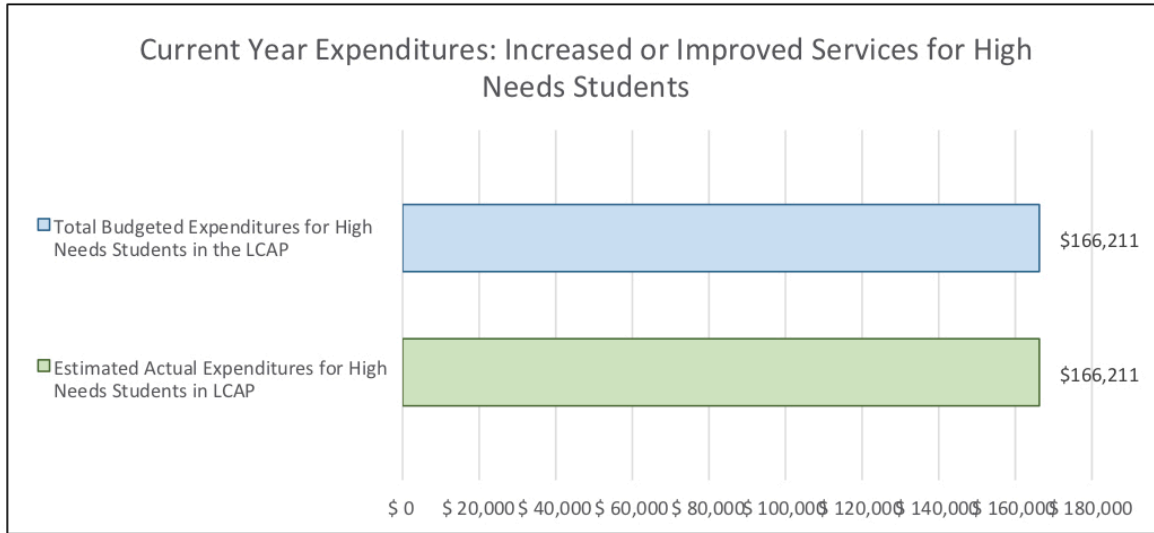
1. Salaries and benefits for certificated and classified employees
2. Instructional and administrative supplies
3. Staff Development
4. General Liability Insurance
5. Facility and Utility costs
6. Contracted instructional and administrative services
7. Other outgo including indirect costs charges

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

In 2019-20, IvyTech Charter School is projecting it will receive \$0.00 based on the enrollment of foster youth, English learner, and low-income students. IvyTech Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, IvyTech Charter School plans to spend \$0.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, IvyTech Charter School's LCAP budgeted \$166,211.00 for planned actions to increase or improve services for high needs students. IvyTech Charter School estimates that it will actually spend \$166,211.00 for actions to increase or improve services for high needs students in 2020-21.

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
IvyTech Charter School	Jacqueline Gardner, Principal	msgardner@ivytechcs.org (805)222-5188

2017-20 Plan Summary

The Story

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

The only charter school within Moorpark Unified, IvyTech Charter offers an independent study program as well as an onsite hybrid program to both middle and high school students seeking an alternative to the traditional school setting. Additionally, IvyTech offer students dual enrollment opportunities within the local community college district (Moorpark CC, Ventura CC, Oxnard CC, and Pierce CC). This opportunity allows students to concurrently enroll in college coursework as they complete the coursework necessary for high school graduation.

Program Description

As an independent study school, we have always incorporated an on-site component to provide a blended structure and support for our online courses. This year, we have created a Specialized Secondary Program (SSP) that incorporates a mandatory onsite component. This program was designed to help supplement our A-G independent study courses by providing hands-on labs for science, real world applications of engineering and mathematics, as well as a global context from which to launch inquiries and investigations.

The school campus has been modified to allow for large collaboration spaces, a woodshop and a fully stocked Makerspace. These features, along with our already established professional grade recording/Broadcasting studio, are leveraged by students for exploring topics and creating work products that are evaluated as performance assessments. Students, regardless of the subgroup to which they are a member of, utilize the design thinking process as a template from which to approach the challenges of this program. Students' matriculation through this SSP is designed to fulfill all graduation requirements as well as develop their sense of grit in the face of real-world challenges.

IvyTech Charter School Vision Statement:

IvyTech Charter School will educate its students to have the knowledge, character, and critical skills necessary to explore and contribute to the world in positive ways. Through effective communication and inspired collaboration, IvyTech students will graduate with purpose. They will go on to cultivate action in the world that sparks both creative investigation and innovation, thereby becoming both global learners and leaders of the 21st century.

The Schoolwide Learning Outcomes of IvyTech Charter:

- **I**nnovative Learners
 - Who are inspired, self-directed and resilient
 - Who are able to read critically, write clearly and engage creatively
- **T**wenty-first Century Leaders
 - Who can effectively navigate 21st century information systems to investigate a variety of issues
 - Who can communicate & collaborate with others both locally and globally to solve meaningful, relevant problems

Our blended curriculum model integrates online curriculum and onsite learning. Both are rich in the use of 21st century technology tools such as: 3D printing, digital recording, blogging, podcasting, photo editing, video production and editing, and online discussion forums. IvyTech is staffed with 4 core full-time instructors and 2 elective/support instructor who offer live sessions of classes and ongoing individual advisory. As a result, IvyTech Charter School is uniquely positioned to serve students in a wide spectrum of grades and across a broad range of diversified abilities.

The campus of IvyTech Charter is comprised of two buildings located across from each other within a newly constructed business center. The school has five different classrooms, only three of which are enclosed, the other two are 'open air' classrooms which work to facilitate an open flow of students seeking individual and small group instruction. The facility has a professional grade recording studio, video lab, woodshop, and makerspace. Each classroom is equipped with a computer, projector, sound system and whiteboard. To support student access to online curricula, the school has over 100 chromebooks for on-campus use, with a comparable number of kindles for student use at home. IvyTech has created a mobile lab with Apple Macbooks. Computers are also available for long term check-out upon administrative approval.

LCAP Highlights

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

After analyzing the student outcomes from the 2017-18 CAASPP exam in both mathematics and ELA, it was recognized that the school needed to modify its approach of delivering core academics for the on-site high school program. The structure and the approach of the on-site based classes were not producing the results on the CAASPP exams as were expected, based upon local benchmarking tools. In an effort to address these issues, through interviews/surveys and observations, the school identified that students were challenged to combine the skill sets necessary

to be successful in a hybrid learning environment. It was determined that students needed the opportunity to acquire different types of skills that are uniquely facilitated by a combined approach that embraces the methodology and pedagogy of inquiry and project based learning.

In order to address our need to increase scores for ELA and Math along with critical thinking skills embraced by the design thinking process (which include logic, imagination, intuition, and systematic reasoning), the school facility was redesigned and repurposed to create a large makerspace to be utilized in cross-curricular instruction.

- In the 2018-19 school year IvyTech began the process of blending the content areas of Mathematics, Physical Science, Life Science, Social Sciences, and English Language Arts. In the 19-20 school year, this blended model will be expanded as a set of curricula that embrace both Project and Inquiry Based Learning, along with new benchmarking tools to measure instructional effectiveness and student growth.
- The program emphasized the Design Thinking Process and measured students' success by their ability to accomplish performance based assessments. These performance tasks scaffolded off of core curriculum skills but were leveraged against student's abilities to creatively discover solutions. This approach has been fully embraced by our teaching staff in an effort to help the students develop their creativity, collaboration, communication, numeracy, and critical thinking skills in the context of real world problems and issues.
- Increase services from external providers to expand the school's ability to foster a "whole student" approach, which encompasses not only academics but also social/emotional well-being and growth.

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

Since IvyTech's enrollment in individual grade levels is below 20 students, the new accountability system, referred to as the "Dashboard" shows numerous "N/A's" for the school. However, we are proud to emphasize that we saw remarkable progress with all of our LCAP goals. The overall impact of these changes that we have seen so far are: increased student engagement and interest, increased involvement from formerly disengaged students and better work products, particularly in reading, writing, and evaluative skills.

The 2018-19 school year saw the introduction of projects that relied upon the design thinking process and real world challenges. The cohort of onsite students that matriculated through this year developed innumerable skills, including improved communication and collaboration as well as an increased ability to maintain focus in the face of adversity (namely capitalizing upon newly acquired skills to achieve a difficult task). To build upon this success, IvyTech has identified ways to strengthen this burgeoning program by examining the weekly schedule, course offerings, and external support services.

According to the 2018 Dashboard, we have increased our students' preparedness in the area of College and Career by 8.4%. We will capitalize on this growth by expanding our offerings of A-G courses.

Additionally we have significantly increased our ELA performance by a total of 18.9 points. We will continue this growth by offering ELA workshops that will have a small student to teacher ratio. This will provide additional attention and services for our unduplicated population and students with disabilities.

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

Using the 2018 Dashboard as our metric, IvyTech identified one area in which the performance was “red” and this was the school’s graduation rate. Due to the fact that IvyTech functions as an alternative education setting, the majority of the school’s population consists of students that have opted out of traditional educational environments. This transfer typically occurs sometime during the 11th or 12th grade year. As these students transfer to IvyTech later in their secondary education, and since most have found the traditional setting ineffective, these individuals usually enter our program deficient of credits. IvyTech then outlines pathways for achieving graduation on time, but some are so far behind they are unable to achieve all of the credits and must complete high school as a fifth or sixth year senior, thus lowering the school’s graduation rate. IvyTech has determined that the greatest need is to leverage the school’s unique educational opportunities, facilities and program to attract non-traditional students at the beginning of their high school career. Additionally, IvyTech will create contained credit recovery workshops that will allow deficient students to catch up within either current status or fifth year.

An additional need is, the metrics on Mathematics scores shows that IvyTech’s students are below standard and that amount reflects a decline of 18.7 points. The results of this exam were based upon the scores of 19 test takers in grades 8 & 11. Additionally, since these numbers are based upon CBEDS counts taken in October, and due to the nature of IvyTech’s rolling enrollment, the school generally doesn’t reach full yearly enrollment until the middle of the second semester and therefore not all of IvyTech students’ scores contribute to the final score computations.

The nature of IvyTech’s alternative educational program attracts a large population of families that had historically utilized a homeschool program to educate their students. These families enjoy the nontraditional approach offered at IvyTech. Often times these families hold their students back from participating in yearly standardized testing; IvyTech requires students to participate in all State testing as part of the master agreement and needs to adopt new strategies to increase participation rates.

IvyTech being new to CA Dashboard missed the November 2018 deadline for reporting. The result were areas that defaulted as “Standard Not Met” on the 2018 Dashboard:

- Basics: Teachers, Instructional Materials, Facilities
- Implementation of Academic Standards
- Parent Engagement
- Local Climate Survey
- Access to a Broad Course of Study

Using surveys, observations, and benchmark testing it has been determined that IvyTech needs to modify its onsite schedule of classes and expand support services for ELA, Mathematics, and project completion. In addition, increase administration assistance for state reporting.

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 Fall 2018 Dashboard shows the following:

ELA: African American (1 student), Hispanic (2 students), Two or More Races(1 student), Socioeconomically Disadvantaged(2 students), and Students with Disabilities (4 students) are all subgroups with less than 11 individuals tested and therefore there is no data displayed. The White student subgroup (13 students) increased their scores by an average of 26.5 points.

Math: African American (1 student), English Learners (1 student), Hispanic (3 students), Two or More Races (1 student), Socioeconomically Disadvantaged (4 students), and Students with Disabilities (4 students) are all subgroups with less than 11 individuals tested and therefore there is no data displayed. The White student subgroup (14 students) achieved 72 points below the average.

Due to IvyTech small population and the need for privacy, all subgroup performance is hidden. We will focus on all subgroups with regards to our math and ELA support by continuing an individualized and personalized learning plan that addresses their strengths and weaknesses.

College/Career: African American (1 student), English Learners (3 students), Homeless (3 students), Two or More Races (5 students), and Students with Disabilities (7 students) are all subgroups with less than 11 individuals tested and therefore there is no data displayed. The Hispanic (12 students) showed students being 0% prepared, Socioeconomically Disadvantaged (20 students) showed students being 10% prepared, and White student subgroup (19 students) showed students being 15.8% prepared. The score for “all students” was 10.8% prepared. Even though no performance color was provided for any subgroups, IvyTech has identified our Hispanic students as being the subgroup requiring the most amount of attention. IvyTech will introduce a Renaissance Program to acknowledge the educational achievements and outstanding contributions of our students through a process of recognition, reinforcement and reward. The aim is to improve the learning environment by helping students gain the most from their education while teaching crucial values and skills that will be beneficial outside of school. This program will also establish a scholarship fund for each IvyTech graduate to be utilized for tuition and learning material reimbursement in any post-secondary education setting. Giving all students access to this scholarship upon successful completion of high school will increase access and motivation for students from all subgroups to create a plan and pursue a pathway of personal growth after grade 12.

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.

IvyTech Charter School

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.

IvyTech LEA has only one school under its umbrella. The shareholders, along with administration and the faculty and staff, utilized the LCAP 2019-20 school planning process to develop and implement a school improvement plan. IvyTech will utilize our 2020 WASC self-study and the Charter renewal process to address the criteria for supporting a Comprehensive Support and Improvement 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.

Along with each year's review of the LCAP goals and action items, IvyTech will also utilize the school improvement goals identified in the 2020 WASC self-study. Additionally, the school will establish new baselines and bench marking tools to identify areas of growth/weakness specifically aimed at promoting an increase in graduating cohort rates.

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

IvyTech Charter School will support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: ALL priorities (1-8)

Annual Measurable Outcomes

Expected	Actual
ITCS will retain, hire and appropriately assign highly-qualified teachers and staff, who continuously develop as professionals.	80% (4 out of 5) teachers will be appropriately assigned and highly-qualified. 100% of teachers will participate in professional development. (Metrics to measure progress: % of appropriately-assigned NCLB teachers; % of staff who participate in professional development)
ITCS will provide its students with access to engaging, rigorous, and broad curriculum.	100% of students will be enrolled in a broad curriculum. The attendance rate will be 90% or higher. The expulsion rate will be 1% or lower.

Expected

Actual

	<p>The suspension rate will be 1% or lower.</p> <p>(Metrics to measure progress: % of students enrolled in broad curriculum; attendance rate; expulsion/suspension rate, graduation rate; # of classes that implement multiple ways of learning/provide different ways to demonstrate learning; # of AP classes; # of tutoring programs offered by school; # of students involved in extracurricular activities, on-campus clubs, and/or student leadership groups; # of teachers who use multiple measures to assess student progress)</p>
<p>ITCS will provide access to effective instructional materials.</p>	<p>100% of students will have access to standards-aligned learning material.</p> <p>(Metric to measure progress: % of students with access to effective standards-aligned learning materials)</p>
<p>ITCS will develop and acquire relevant and rigorous performance assessments and use this data to drive instruction.</p>	<p>% will score proficient or higher on the ---test.</p> <p>75% of teachers will participate in professional development that focuses on data analysis.</p> <p>(Metrics to measure progress: standardized testing results; % of staff who participate in PD, # of PD opportunities that focus on data analysis)</p>
<p>ITCS will ensure a safe learning environment.</p>	<p>There will be fewer than 1 reports of unsafe conditions.</p> <p>OR 100% or higher will agree or strongly agree that the school feels safe on a survey.</p> <p>(Metrics to measure progress: safety reports; student and staff surveys)</p>
<p>ITCS will continuously update and re-evaluate school and administrative policies and handbooks.</p>	

Expected

Actual

<p>ITCS will provide opportunities for parental involvement.</p>	<p>2 events will be held that involve parent participation OR 90% of parents will attend at least one school event during the year. and the school will provide 100% of parents with a parent portal that allows them to monitor their students' progress.</p>
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Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ITCS students will receive instruction from appropriately-assigned highly-qualified NCLB teachers, who are adept at meeting the needs of all students. Instructors hold high expectations for students, while offering high levels of encouragement and support. They develop personal connections with students and foster an environment that values and respects individual differences. Instructors design learning activities that teach and reinforce the skills and habits required for success in school and life. These instructional activities provide flexibility so that students have the opportunity to learn in ways that are meaningful to them.</p>	<p>The Principal along with mentor teachers will support newer teachers with the second tiered credentialing program through the County.</p> <p>Principal will also support substitute teachers with taking CSET as well as CBEST tests.</p> <p>Professional development is offered to all teachers.</p>	<p>For all Actions \$156,862</p>	<p>For all Actions Items \$165,621</p>
<p>ITCS will provide an engaging, rigorous, and broad curriculum that aligns with the Common Core State Standards to ensure student readiness for a full-range of post-</p>	<p>IvyTech has redesigned the progression and administration of ELA, Social Science, Physical Science, and Life Science to be blended and cross</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>graduation choices. Students will have a strong foundation in English language arts, math, science and social studies. Students will be critical and creative thinkers, able to integrate and apply their knowledge, as well as their skills and interest. The school's curriculum will be coordinated across the various grades to assure continuity and cohesion.</p>	<p>curricular. For the first time, students have required onsite classes that involve extensive research/investigation and capitalize upon students' creativity and core curriculum skills to achieve.</p>		
<p>ITCS will ensure student engagement by tracking data pertaining to attendance, suspension, and expulsion</p>	<p>IvyTech has filled the school's facilities with tools and technologies that are utilized for real world problem solving applications. Additionally, the staff has conducted an extensive study and survey of available Project Based Learning curricula to test out and select the most effective educational approaches and learning materials.</p>		
<p>ITCS will provide extracurricular and support activities to increase student engagement and to promote a strong school community. ITCS will provide access to effective instructional materials by maintaining and purchasing CCSS aligned materials.</p>	<p>The evaluation methods IvyTech had historically utilized failed to accurately gauge student preparedness for the CAASPP. Due to the testing disparity between the school's internal benchmarking metric and the State standardized test, and due to the nature of the revamped cross-curricular program, the school has developed diagnostic material that aligns both to the Common Core standards and the progression of the implemented curriculum. The school continues to search for a recognized standardized diagnostic that accurately measure the type of growth that is reinforced by the program.</p>		

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

ITCS will develop and acquire relevant and rigorous **performance assessments**.

IvyTech developed benchmarking tools that correlated to the unique progression of topics presented in the blended learning approach. These tools proved to display student growth in concrete skills, but the school is still searching for diagnostic tools that accurately measure students' soft skills growth. Additionally, the school began the vetting process for determining an appropriate assessment tool that will serve as an accurate diagnostic for the CAASSP in both Mathematics and English.

ITCS teachers and administrators will **use and analyze data** to determine individual learning needs and to make modifications to instruction.

Each Learning Period (approximately 4 weeks) throughout the school year, the teachers and/or the administration would issue surveys to stakeholders, as well as critically analyze assessment and benchmarking data from students, to determine the effectiveness of the new instructional approaches. As a result, each Learning Period in the first semester saw new adjustments that address the concerns raised by the available data. By the time the school began the second semester, the most effective combination of educational strategies, naming conventions of courses, and scheduling structure were agreed upon and optimized to facilitate maximum engagement and provide the desired educational environment.

ITCS will provide teachers with **professional development** to improve instruction.

IvyTech sent mentor instructors to PD conferences to gain insights into the latest educational trends. These mentors were tasked with exploring the advances in

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	technology that could be leveraged in each core subject area to maximize engagement and learning. The mentors then facilitated PD workshops for the rest of the staff		
ITCS will provide a safe and clean learning environment .	IvyTech has put in place a badge and scanning system to keep track of students' attendance and movement around campus. This system keeps a digital record, so in addition to tracking attendance and location, a roster of students currently on-site is easily accessible in the case of an emergency.		
ITCS will continuously update and re-evaluate school and administrative policies and handbooks .	IvyTech has audited our bylaws and handbooks in preparation for upcoming WASC visitation and charter renewal process.		
ITCS will provide opportunities for parental involvement .	Staff provides yearly orientation, open house dates, and opportunities to help with field trips.		

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.

In the pursuit of achieving the goal of supporting student learning, ITCS researched the latest studies that promote project based learning with an inquiry/design thinking approach. The instructors then teamed up to design a curriculum progression the encouraged cross-curricular engagement which emphasized the skill sets that run parallel to one another, as outlined by the Common Core

standards. In addition, the new methodology promised to promote the growth of soft skills such as leadership, professionalism, collaboration, teamwork and grit. The administration regularly checked in with teachers/facilitators to determine the effectiveness of these new approaches. The instructors would then modify and differentiate instruction in response to the shortcomings of the theorized approaches to match the educational needs of individuals in the program.

As the scope of subject matter and the skills presented expanded, ITCS purchased more equipment and material for the school's makerspace, recording studio, and collaboration spaces. Additionally, the adoption of UC approved online curricula (UC Scout, UCCI) allowed ITCS to offer students in this new program A-G qualified credits. The program continued to evolve as the concerns of administrators, teachers, students, and parents were addressed. By the start of the second semester, an effective educational approach and set of strategies were codified and implemented resulting in positive and predictable growth in individual learners.

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

The effectiveness of the actions taken by ITCS and the modifications made to the services provided to individual students and the program as a whole is multifaceted. Unilaterally, all students in the program functioned at an elevated level of engagement. The desire of students to work on and complete projects in creative ways, and the mental wherewithal to succeed in the face of adversity was markedly improved from the beginning of the school year to the end. The greatest metric of growth was to compare the performance of students that had been in the program all year to the students that transferred into ITCS in the second semester. The longer a student was involved in the program, the more grit they displayed and the more willing they were to attempt something new to them. Additionally, students' capacity for creative problem solving, communication and collaboration also drastically improved. This improvement was more prominent when it came to performance tasks and projects but did not necessarily translate into improved test scores on traditionally styled examinations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As the scope of courses expanded to include more skills and technologies, materials to required for project based learning ran higher than was anticipated. Additionally, some of the more technologically advanced projects required ITCS to contract with vendors to bring in experts with more advanced skill sets into the classroom as facilitators. These costs had not been part of the original budget, either.

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

The core aspects of this goal have remained the same. Progress has been made to improve all of the above mentioned action items, but metrics for analysis and evaluatory rubrics have stayed the same as they have proven to be effective indicators of progress.

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?

Engaging Stakeholders

IvyTech will conduct three major surveys during the school year – a parent, student, and employee survey.

These surveys will be administered in the winter of each school year and gather quantitative data on school climate, academic satisfaction, safety at school, engagement and participation.

This year, the following meetings were held to inform the planning process for this LCAP/Annual Review and Analysis:

Total LCAP meetings: 3

October 22, 2018

February 22, 2019

May 23, 2019

Impact on LCAP and Annual Update

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

The top themes that emerged from the stakeholder input sessions were:

Students- more field trips, positive school environment, more electives

Families- safe school conditions, support for high-needs students, and college & career preparation instruction.

Employees- more PD on inquiry-based instruction and college and career standards, more support for high needs students.

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

IvyTech Charter School will support student learning.

State and/or Local Priorities addressed by this goal:

State Priority 1: Basic (**Conditions for Learning**)
State Priority 2: State Standards (**Conditions for Learning**)
State Priority 3: Parental Involvement (**Engagement**)
State Priority 4: Pupil Achievement (**Pupil Outcomes**)
State Priority 5: Pupil Engagement (**Engagement**)
State Priority 6: School Climate (**Engagement**)
State Priority 7: Course Outcomes (**Conditions for Learning**)
State Priority 8: Other Pupil Outcomes (**Pupil Outcomes**)

Identified Need:

As IvyTech continues to improve its programs, the school has identified the need to reduce the dropout rate for each graduating cohort by providing multiple pathways towards achieving a high school diploma. Additionally, ITCS needs to solidify pathways of transition for students into the postsecondary world, whether that be higher education or career tech. ITCS had also identified the need for all demographics of students to improve CAASPP scores in both Mathematics and English Language Arts.

Expected Annual Measurable Outcomes

Metrics/Indicators	2017-18	2018-19	2019-20
Graduation Rate of 4th year Seniors	The 2017-18 graduation rate was 44%	The 2018-19 graduation rate was 55%.	The expected graduation rate for the 2018-19 school year is 66%.
CAASPP scores in Math	<p>Math Scores 2017-18</p> <p>Grade 7 Average Scale Score: 2530±31</p> <p>Grade 8 Average Scale Score: 2508±33</p> <p>Grade 11 Average Scale Score: 2521±30</p>	<p>Math Scores 2018-19</p> <p>Grade 7 Average Scale Score: 2434±69</p> <p>Grade 8 Average Scale Score: 2517±21</p> <p>Grade 11 Average Scale Score: 2551±16</p>	<p>Math Scores</p> <p>Grade 7 Average Scale Score: 2600</p> <p>Grade 8 Average Scale Score: 2600</p> <p>Grade 11 Average Scale Score: 2600</p>
CAASPP scores in ELA	<p>ELA Scores 2017-18</p> <p>Grade 7 Average Scale Score: 2580±21</p> <p>Grade 8 Average Scale Score: 2565±44</p> <p>Grade 11 Average Scale Score: 2625±34</p>	<p>ELA Scores 2018-19</p> <p>Grade 7 Average Scale Score: 2498±49</p> <p>Grade 8 Average Scale Score: 2556±27</p> <p>Grade 11 Average Scale Score: 2623±25</p>	<p>ELA Scores</p> <p>Grade 7 Average Scale Score: 2600</p> <p>Grade 8 Average Scale Score: 2600</p> <p>Grade 11 Average Scale Score: 2600</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[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)

Due to the nature of ITCS' low enrollment numbers, there are no defined subgroups. Therefore, all ITCS students will receive these services.

Scope of Services:

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

Schoolwide

Location(s):

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

All School

Specific Grade Span 9-12

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

1.1 ITCS will retain, hire and appropriately assign highly-qualified teachers and staff, who continuously develop as professionals.

1.2 ITCS will provide its students with access to engaging, rigorous, and broad curriculum.

1.3 ITCS will provide access to effective instructional materials.

2018-19 Actions/Services

1.1 ITCS will retain, hire and appropriately assign highly-qualified teachers and staff, who continuously develop as professionals.

1.2 ITCS will provide its students with access to engaging, rigorous, and broad curriculum.

1.3 ITCS will provide access to effective instructional materials.

2019-20 Actions/Services

1.1 ITCS will retain, hire and appropriately assign highly-qualified teachers and staff, who continuously develop as professionals.

1.2 ITCS will provide its students with access to engaging, rigorous, and broad curriculum.

1.3 ITCS will provide access to effective instructional materials.

2017-18 Actions/Services

1.4 ITCS will develop and acquire relevant and rigorous performance assessments and use this data to drive instruction.
 1.5 ITCS will ensure a safe learning environment.
 1.6 ITCS will continuously update and re-evaluate school and administrative policies and handbooks.
 1.7 ITCS will provide opportunities for parental involvement.

2018-19 Actions/Services

1.4 ITCS will develop and acquire relevant and rigorous performance assessments and use this data to drive instruction.
 1.5 ITCS will ensure a safe learning environment.
 1.6 ITCS will continuously update and re-evaluate school and administrative policies and handbooks.
 1.7 ITCS will provide opportunities for parental involvement.

2019-20 Actions/Services

1.4 ITCS will develop and acquire relevant and rigorous performance assessments and use this data to drive instruction.
 1.5 ITCS will ensure a safe learning environment.
 1.6 ITCS will continuously update and re-evaluate school and administrative policies and handbooks.
 1.7 ITCS will provide opportunities for parental involvement.
 1.8 ITCS will further develop and support alternate pathways for students to achieve a high school diploma.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	\$156,862	\$274,600
Source	[Add source here]		
Budget Reference	[Add budget reference here]	4000-4999	4000-4999 + 5830

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 2

Creating a greater picture for CA Dashboard and the areas deemed “Unmet”

State and/or Local Priorities addressed by this goal:

State Priority 1: Basic (**Conditions for Learning**)
State Priority 3: Parental Involvement (**Engagement**)
State Priority 4: Pupil Achievement (**Pupil Outcomes**)
State Priority 6: School Climate (**Engagement**)
State Priority 7: Course Outcomes (**Conditions for Learning**)

Identified Need:

ITCS needs to ensure that all data reported on the State dashboard is accurate and truly reflective of the populations served.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Dashboard Scores for Graduation Rates	N/A	Dashboard inaccurately graduation rate of 72.7%	Dashboard inaccurately graduation rate of 40.5%	66% Graduation 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)

Location(s):

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

All Students

All Schools

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)

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

N/A

N/A

New

2017-18
Actions/Services2018-19
Actions/Services

2019-20 Actions/Services

N/A

N/A

ITCS administration will gather all relevant data and ensure that it is accurately reported on the State dashboard.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$166,211

N/A %

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).

Due to the independent study and multi-track structure of IvyTech, the school experiences a large shift in the population throughout the year. The reported percentage of unduplicated students (roughly 19%) adjusts down as the year progresses, and are not included in the school's CBEDS. The true unduplicated pupil percentage for the school adjusts down to roughly < 5% of our population. Due to this group's small population, the estimated supplemental and concentration grant funds are distributed in a way that serves all students.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

- A. Statewide assessments;
- B. The 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of 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?