LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chula Vista Learning Community Charter School
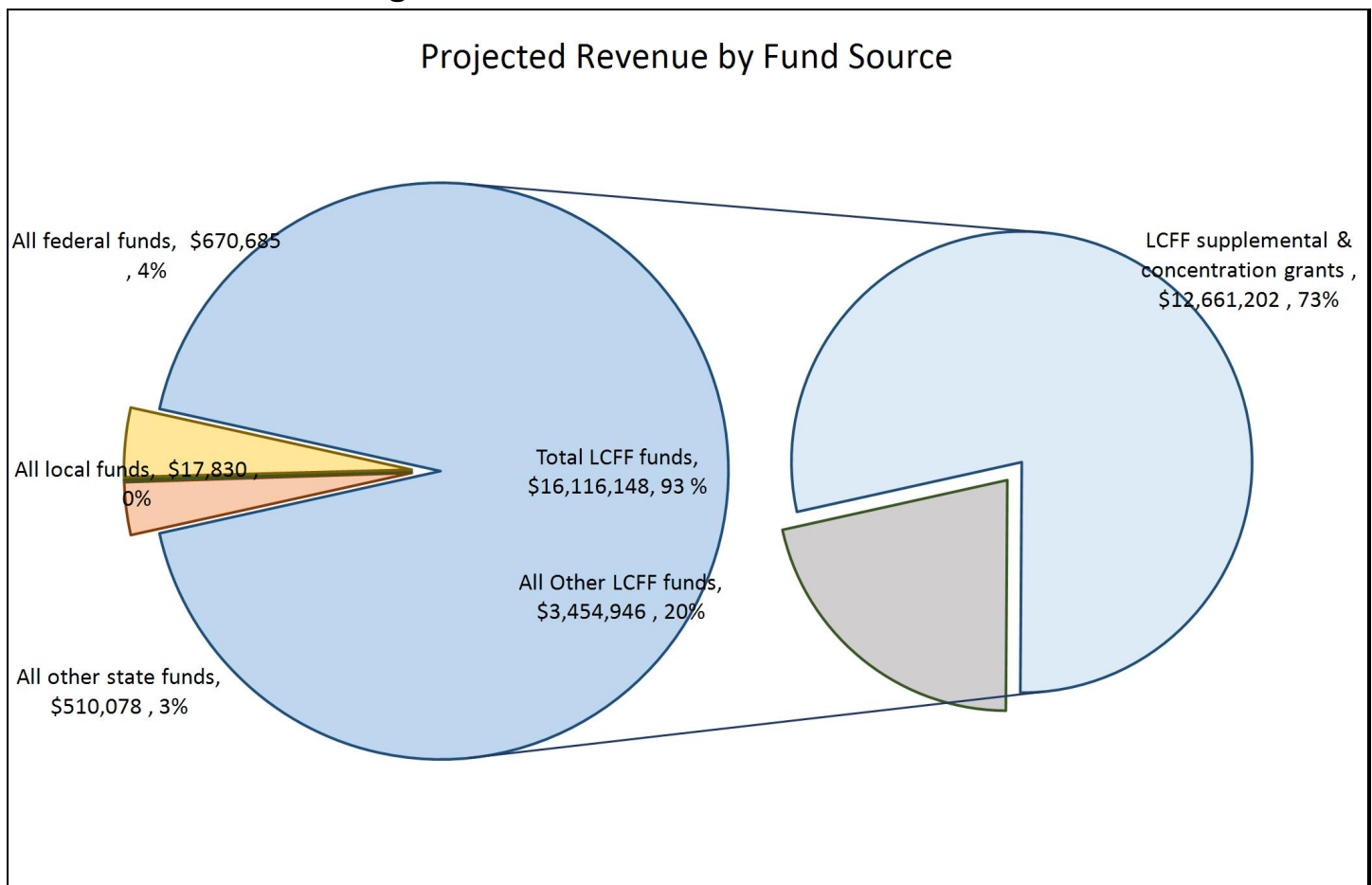
CDS Code: 37 68023 6115778

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

LEA contact information: Alma Cristina Tessier, System Instructional Leader

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

Projected Revenue by Fund Source

All federal funds, $670,685 , 4%

All local funds, $17,830 , 0%

All other state funds, $510,078 , 3%

Total LCFF funds, $16,116,148, 93 %

All Other LCFF funds, $3,454,946 , 20%

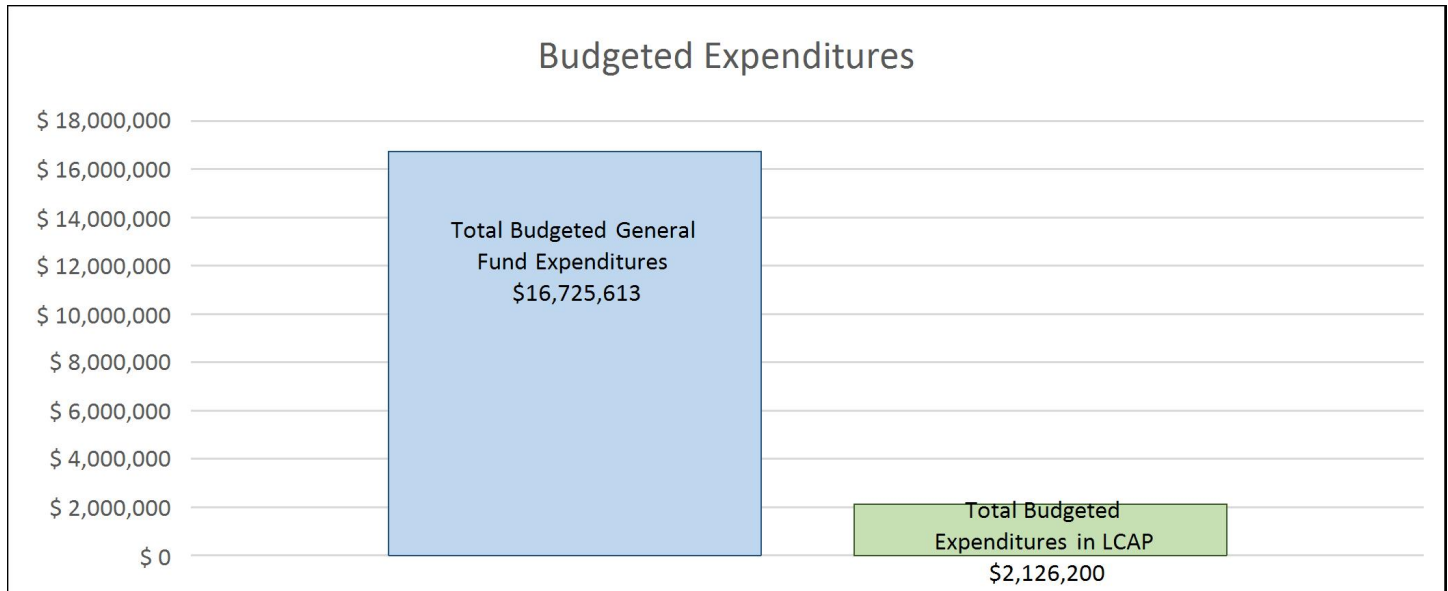LCFF supplemental & concentration grants , $12,661,202 , 73%

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

The total revenue projected for Chula Vista Learning Community Charter School is $17,314,741, of which $16,116,148 is Local Control Funding Formula (LCFF), $510,078 is other state funds, $17,830 is local funds, and $670,685 is federal funds. Of the $16,116,148 in LCFF Funds, $12,661,202 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures

Total Budgeted General Fund Expenditures
$16,725,613

Total Budgeted Expenditures in LCAP
$2,126,200

This chart provides a quick summary of how much Chula Vista Learning Community 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.

Chula Vista Learning Community Charter School plans to spend $16,725,613 for the 2019-20 school year. Of that amount, $2,126,200 is tied to actions/services in the LCAP and $14,599,413 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

A large portion of funds at Chula Vista Learning Community are dedicated to staff/personnel to support the operation of the school. This funding is not specifically directed at high needs or unduplicated, as described in the 2018-19 LCAP, however this staff/personnel does support these students, as well as all students and stakeholders. Other funds not included in LCAP are dedicated to facilities and operational cost associated with running CVLCC. The CVLCC LCAP plan is meant to describe and outline specific goals and actions we are taking to address high needs and unduplicated students, but there many ways these students are supported that are not reflected in the LCAP goals and actions.

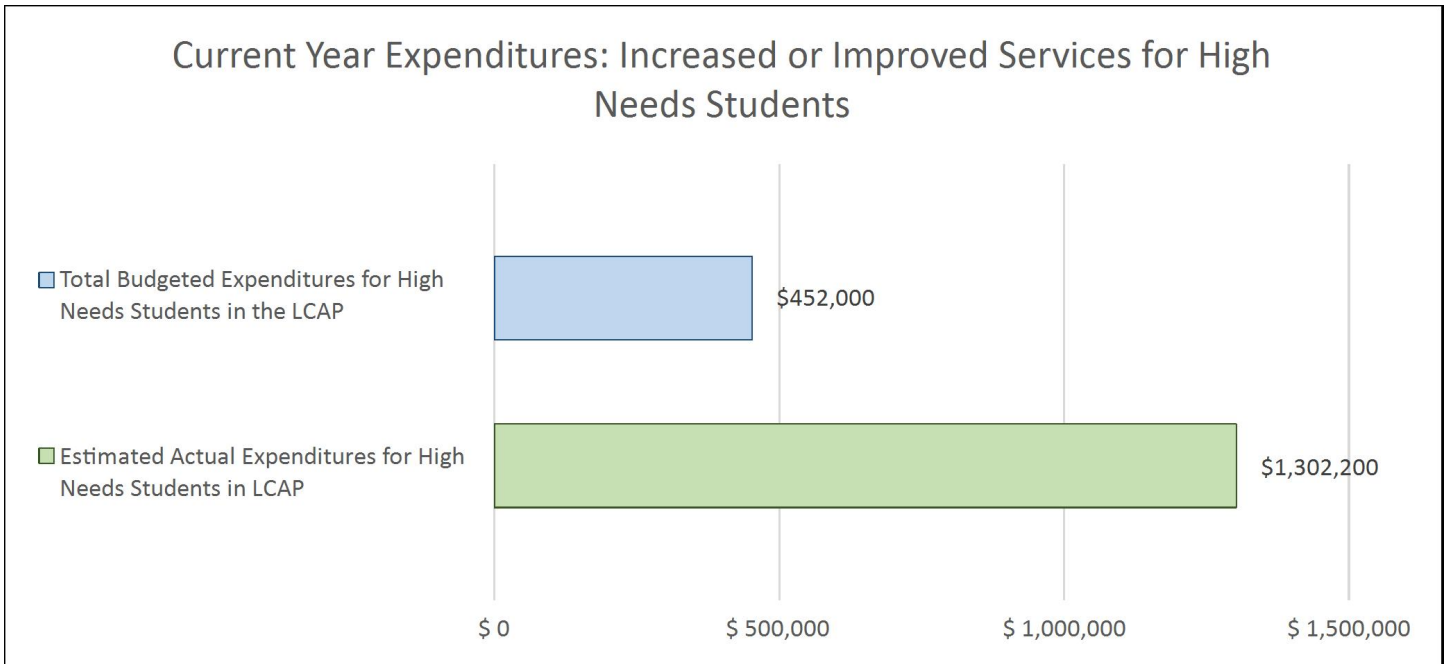## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Chula Vista Learning Community Charter School is projecting it will receive $12,661,202 based on the enrollment of foster youth, English learner, and low-income students. Chula Vista Learning Community 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, Chula Vista Learning Community Charter School plans to spend $1,302,200 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
The annual update of the CVLCC 2018-19 LCAP involved considerable stakeholder feedback and revision of goals and actions to reflect a focus on high need or unduplicated students. In reviewing the 2018-19 LCAP it is clear that an added focus on high need and unduplicated students is present. Considerable funds are specifically directed at high need and unduplicated students. As we move to

revise/craft the 2019-20 LCAP there will be an even greater focus placed on how CVLCC uses funds to support high needs and unduplicated students - and how that is adequately articulated and communicated to the community.

LCFF Budget Overview for Parents

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

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $452,000

☐ Estimated Actual Expenditures for High Needs Students in LCAP — $1,302,200

Axis: $ 0 — $ 500,000 — $ 1,000,000 — $ 1,500,000

This chart compares what Chula Vista Learning Community 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 Chula Vista Learning Community 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 2018-19, Chula Vista Learning Community Charter School's LCAP budgeted $452,000 for planned actions to increase or improve services for high needs students. Chula Vista Learning Community Charter School estimates that it will actually spend $1,302,200 for actions to increase or improve services for high needs students in 2018-19.

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
Chula Vista Learning Community Charter School	Alma Cristina Tessier System Instructional Leader	alma.tessier@cvesd.org 619-934-4337

2017-20 Plan Summary

The Story

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

Chula Vista Learning Community Charter School has three school sites: Transitional Kindergarten through Grade 6 at the Elementary School, Middle School includes Grades 7 and 8 and is located in the downtown Chula Vista area, and the High School is comprised of Grades 9 through 12 and is situated at the newest site built in 2016. Approximately a total of one thousand five hundred students attend the Elementary, Middle and High School. Classes are at maximum capacity with a yearly waiting list for most grade levels.

Chula Vista Learning Community Charter School predominantly serves a large Latino population where 40% are classified as Emergent Bilinguals. The ethnic distribution of students is classified as 95% Latino, 4% White and 0.2% Asian, 0.1% Filipino and 0.3% African-American. Of the 1,563 Transitional Kindergarten through 12th grade students enrolled, 63% of students qualify for free and reduced lunch. Chula Vista Learning Community Charter School mobility rate is currently at 6%.

Chula Vista Learning Community Charter School's most unique aspect is its dual language program. The school was established to offer our community a program rooted in the idea of developing biliterate students who have the linguistic tools to thrive in the global society. The 50/50 model at Chula Vista Learning Community Charter School is designed to eliminate the achievement gap that adversely affects target populations. By learning two languages simultaneously, all students at Chula Vista Learning Community Charter School are referred to as Emergent Bilinguals, rather than identifying them as English Language Learners or Spanish Language Learners.The program strategically utilizes research-based strategies to reach all students as a way to impact social and educational change. The school also promotes the development of multilingual and multicultural competencies relevant for all students. The administration team works diligently to guide teachers in their instructional practice to enhance student achievement through the development of standards-based curriculum, language acquisition, connections to real-life experiences, and strong

parent/community participation. Our goals are to advocate for social justice, celebrate diversity and promote international perspectives through challenging learning opportunities utilizing critical thinking for all students.

Chula Vista Learning Community Charter School believes students learn and perform better when schools, families, and communities work together and support common goals. The school community actively pursues collaboration, encourages feedback, respects diversity, and promotes student achievement. All faculty members are committed to expanding opportunities for families to learn within the school as well as ensuring proactive teacher communication and relationship building with each student and parent. The school consistently partners with institutions of higher education and non-profits to implement college and career preparation programs and values the contribution of volunteers. An effective system of communication and dialogue with all stakeholders is an integral part of the community to develop positive relations.

LCAP Highlights

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

Chula Vista Learning Community Charter School offers a cutting-edge educational experience to prepare students for the twenty-first century. The school provides opportunities inside and outside of the classroom for student to demonstrate confidence, empowerment, self-discipline, ethical responsibility, and resiliency by committing to academic excellence. Students are expected to participate in numerous experiences to involve themselves in the community through MicroSociety, Service Learning, Legacy Projects, Internships, and the Spanish Exchange Program.

All students in grades TK through 6th participated in MicroSociety, Service Learning, and Innovation programs that provide opportunities for students to relate their daily academic program to career and community experiences. Students were encouraged to apply their intellectual creativity in an employment of their choice. Students developed solutions to real world problems through interactions with their customers and coworkers. 7th and 8th grade middle school students took on Legacy Projects to solve issues affecting the community and world around them. Students worked in teams to make a difference in the world and discover how they could create change. High school students participated in Internships throughout the county of San Diego and carried out 100 hours of Community Service.

Academy classes and electives were taught by faculty members to release classroom teachers to plan by grade level and content areas on a weekly basis. Chula Vista Learning Community Charter School incorporated collaboration to ensure consistency of practice with teachers by working in grade levels and/or department teams to plan standards-based curriculum and instructional approaches. Teachers designed daily lessons together. In TK-6, teachers developed and executed the same exact subject lesson plan. Middle and high school teachers designed content area lessons based on student mastery. Academic coaches were hired to support teachers during their collaboration/professional learning community time. Teachers and administration used data to guide teaching practices, providing greater accountability, and feedback on student learning and growth. (Goals 1, 2)

All students were provided opportunities to acquire knowledge, skills, work habits, and core values believed to be critically important to be successful in today's world, particularly in collegiate programs and contemporary careers and workplaces. (Goals 1 & 2)

Parents are provided with training, information, and multiple resources to cultivate a spirit of community for the advancement of student success. (Goals 1, 2, & 5)

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

The school's administration attributes the results of student achievement to many factors. The greatest progress for the past year has been indicated by the graduation participation rates, performance percentages in state and Advanced Placement exams, percentage of students receiving the Seal of Biliteracy and through surveys conducted by the school, and district. Advanced Placement exams have shown high percentages in the area of Spanish Language and Culture and CAASPP results on the California School Dashboard indicated as maintaining a "High" rating with 13.7 points about level 3. in English Language Arts for all students and although "Low", increasing 11.1 points to 31.4 points below level 3. The California School Dashboard also indicated that we maintained our suspension rate at "Very Low." Also indicated as "High" and "Very High" are our graduation rate and College and Career ratings for grades 9-12. Chronic absenteeism continued to not be an issue for the schools in our system.

Each year the district uses Hanover Research to provide reports to Chula Vista Learning Community Charter School based on responses to the faculty, parents and students. The surveys are electronically submitted by staff members, parents and teachers in the spring of each year. Topics include environment and personal experience, technology, school supervision and culture, transparency of administration and faculty members. Participation rates are high for Chula Vista Learning Community Charter School and results have consistently produced positive results in all areas of the survey. Progress towards the LCAP goals have been accomplished through the instructional modifications developed and implemented into the classrooms. Additional resources and training on how to use specific programs such as Engage New York, DreamBox Learning, Lexia and Reading Plus have increased interest and participation in mathematics and reading. The implementation of after school programs and office hours in content areas have demonstrated a higher participation level and an increase in student achievement.

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 school tracks student progress by using multiple assessments over the course of the year. Recent data shows certain grade levels and subject areas need improvement. There have been

grade level changes, additional professional development, and ongoing coaching support for teachers as a course of action to address concerns.

Critical needs that were identified after a thorough review of data are to develop a systemic TK-12 mathematics program. Based on the state indicators, performance for mathematics were not met. Other critical areas identified were the need to increase experiences for students to critically think to become independent learners and create their own knowledge across all content areas, increase knowledge from data analysis to address learner needs and set improvement goals and strengthen twenty-first century technology skills of students and faculty members.

On the California Schools Dashboard, in English Language Arts, English Learners (Emergent Bilinguals) showed "Low" with 5.4 points below 3 in English Language Arts. Economically disadvantaged students were indicated as "Medium" with 3.6 points about level 3. Students with Disabilities show "Very Low" with 91.4 points below level 3.

Members of the entire community provided suggestions for future actions/services that needed to be implemented into the next year's plan. Data analysis has become a focus for all Chula Vista Learning Community Charter School teachers. Weekly planning, professional learning communities, Instructional Rounds, and semester institutes will be used for teachers to review and modify specific goals based on formative and summative data.

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

Mathematics in all grades assessed did not meet performance expectations. Current planning to address preventing low performance include support from academic coaches and coordinators, developing a systematic program for TK-12 using consistent structures and curriculum and inesting in an online mathematics program to support conceptual understanding, fluency, reasoning, and problem-solving skills.

Literacy will continue to be a focus across all content areas. As a system, Chula Vista Learning Community Charter School promotes literacy skills and the development of conceptual understanding required for critical thinking in multiple disciplines. Critical thinking skills and the ability to closely and attentively read text has allowed students to read, understand, and enjoy complex works of literature in both English and Spanish. Students are learning to use reasoning, evidence-collection and research skills that are essential for success in college, career, and life. The expectations lay out a vision of what it means to be a biliterate person who can create their own knowledge and skills, while grade-specific standards provide additional specificity used in lesson design. (Goals 1 & 2).

California School Dashboard shows that there are performance gaps in English Language Arts. The report indicated all students maintained at "High" with 13.7 points above level 3. For English Learners (in our system we refer to these students as Emergent Bilinguals) showed "Low" with 5.4 points below 3 which was a decline of 5.5 points. Economically disadvantaged students were indicated as maintaining at "Medium" with 3.6 points above level 3. Students with Disabilities declined by 14.7 points to "Very Low" with 91.4 points below level 3. Our Latino and White students were ranked "High" with 13.1 points (maintained) and 26.1 points (declined significantly) respectively above level 3.

In Mathematics while all scores are below what we would like, each category increased. There are still performance gaps present. All students ranked "Low" with 31.4 points below level 3. Emergent bilinguals ranked "Low" with 49.2 points below level 3. Economically disadvantaged students were indicated as "Low" with 41.8 points below level 3. Students with Disabilities show "Very Low" with 115.7 points below level 3. Our Latino students were ranked "Low" with 32.8 points below level 3 while our White students were ranked "Medium" with 5 points below level 3.

A five-year plan has been developed to address the performance gaps identified. The plan includes monitoring student assessment at the end-of-each instructional quarter to analyze student achievement, social-emotional concerns, and expectation for learner success. The plan will provide professional development of instructional practices to support students. It also includes hiring exceptional teachers who are knowledgeable of teaching pedagogy, curriculum, and assessment. (Goals 1 & 2)

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

Provide high-quality instruction and curriculum that promotes global perspectives and college and career readiness that targets the diverse learning styles of all students and closes the achievement gap between subgroups.

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)

Local Priorities:

Annual Measurable Outcomes

| Expected	Actual
Metric/Indicator Credentials: CALPADS annual report from Human Resources **18-19** CALPADS annual report from Human Resources declared 100% teachers certified and aligned with assigned positions **Baseline** CALPADS annual report from Human Resources declared 100% teachers certified and aligned with assigned positions	CALPADS annual report from Human Resources declared 100% teachers certified and aligned with assigned positions
Metric/Indicator Common Core State Standards CAASP Interim exams, Performance Tasks, and were created and assessed as planned. **18-19** Assignments and assessments demonstrate growth. Percentages of proficiency/ advanced increase throughout the year. **Baseline** Assignments and assessments demonstrate growth. Percentages of proficiency/ advanced increase throughout the year.	Multiple indicators and various data assessment tools are used to gauge achievement at CVLCC. At the local, or school site level, students are demonstrating considerable growth - this includes online assessments, end of unit assessments, performance tasks, and rubric assessed projects. On the end of the year CA CAASPP Assessment, in the area of ELA all students resulted in a high status and a score of maintained as it relates to growth. In the area of Math all students resulted in a low status and declined as it relates to growth. This language reflects new methods of expressing school achieved as reflected in the CA State School Data Dashboard *see attached
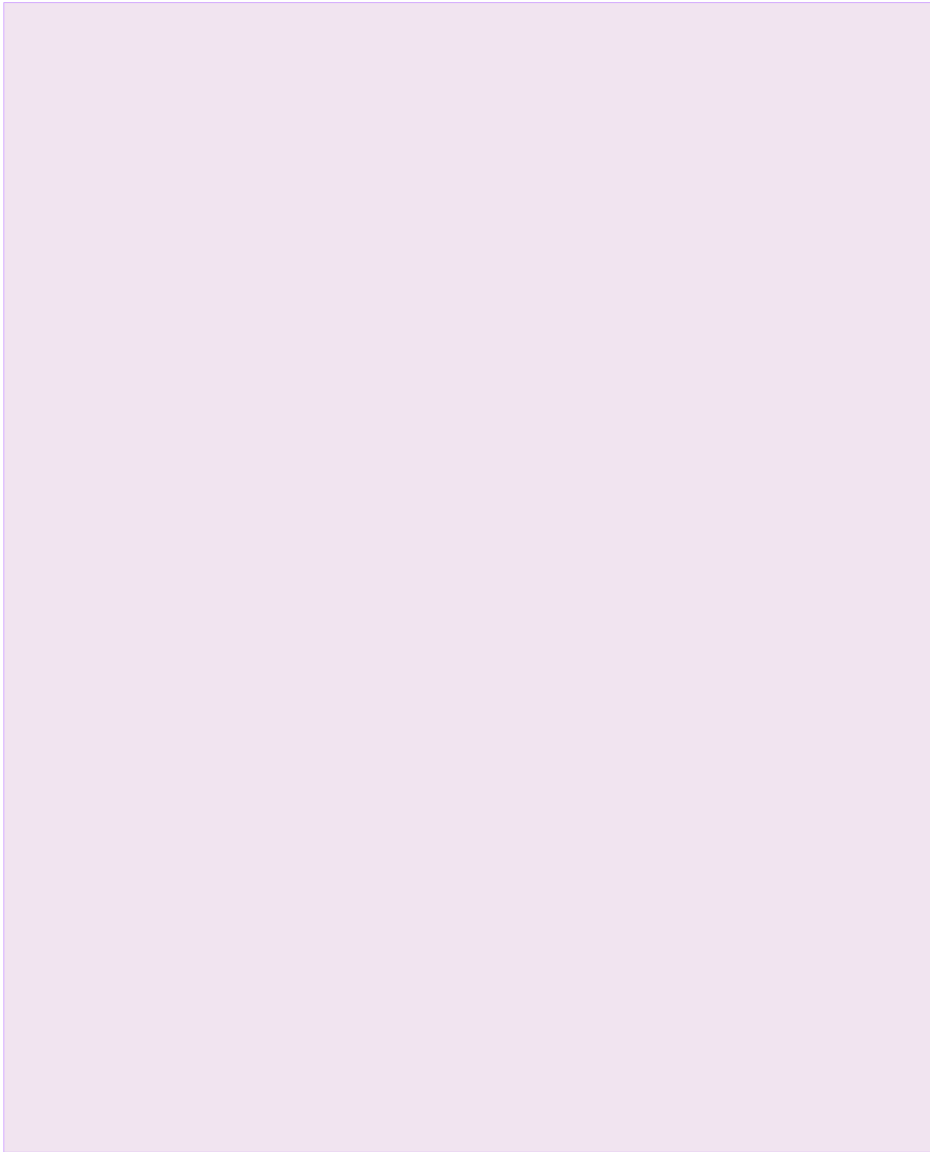
Expected	Actual
	graphic. The graphic also expresses how CVLCC compares to the Chula Vista Elementary School District the CLVCC authorizing district.

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 All teachers will be highly qualified in their area of expertise in promoting critical thinking for their assignments.	All teachers will be highly qualified in their area of expertise in promoting critical thinking for their assignments.	1.1 Highly qualified teachers $0	1.1 Highly qualified teachers $0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Professional Development and Professional Learning Communities by grade level, department and vertical alignment to increase understanding of critical thinking strategies, practices and techniques will be led by System Instructional Leaders and academic coaches. (Student-centered coaching, National Institute for School Leadership).	Professional Development whole-system and in Professional Learning Communities (organized by grade level, department and vertical alignment) will be developed to increase understanding of critical thinking strategies, practices and techniques will be led by System Instructional Leaders and Instructional Focus Specialists.	1.2 Instructional Leaders $200,000 1.2 Instructional Focus Specialists $200,000	1.2 Instructional Leaders $166,220 1.2 Instructional Focus Specialists $180,000 1.2 ES 2-day articulation for teaching faculty $76,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Instructional resources for Chula Vista Learning Community Charter School Academic Pillars (Dual Language, Global Perspectives, Social Justice, Community Engagement) will be provided to create knowledge to transform the world.	Instructional resources for Chula Vista Learning Community Charter School Academic Pillars (Dual Language, Global Perspectives, Social Justice, Community Engagement) were provided to create knowledge to transform the world. Social Justice Summit was held at the High School to involve community organizations in demonstrating to students how that	1.3 instructional resources, trainings, activities, materials $25,000	1.3 Duncan-Andrade - keynote at Social Justice Summit $20,000 1.3 Authors in Action $1,500 1.3 Books for teacher professional learning $1,000

pillar is put into action on a local and global-level.
Teaching for Excellence Network supported our understanding of community responsiveness.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 By 2020, all teachers at the elementary, middle and high school will receive trainings to shift mindset on traditional norms and promote critical thinking, creativity, collaboration and communication will be offered to all faculty and staff members (includes How People Learn, Making Learning Visible, MicroSociety, Internships, Service Learning, Legacy & Innovation, Exchange programs, Human Element, Multiple Intelligences and LGBTQ trainings)	All teachers at the elementary, middle and high school received trainings to promote critical thinking and creativity. Additionally teachers received training on community responsiveness and restorative practices.	1.4 instructional resources, trainings, activities, materials $10,000	1.4 Dr. Ritchhart $9,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 Implement student academic support by providing additional planning time for teachers to create instructional tasks to promote critical thinking and to revise unit plans and progress of all students (including emergent bilinguals) by analyzing student learning outcomes.	Implement student academic support by providing additional planning time for teachers to create instructional tasks to promote critical thinking and to revise unit plans and progress of all students (including emergent bilinguals) by analyzing student learning outcomes.	1.5 substitutes for institutes, curriculum writing $30,000	1.5 Substitutes for Institutes $56,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 An online technology platform for students, parents and teachers to manage student information by accessing grades and downloading/uploading assignments and instructional resources. Teachers, parents and students will receive trainings in the program protocols.	Parents utilized JupiterEd to access grades and analyze student progress by viewing assignment and assessment data.	1.6 JupiterEd TK-12 $2,000 1.6 PowerSchool 5-12 $12,000	1.6 JupiterEd TK-12 $4,600 1.6 PowerSchool 5-12 $5,500 DreamBox $7,900

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Resource teachers and Professional Support Assistants will develop interventions by identifying structures and practices that will support students not meeting proficiency in a subject. Instructional leaders and instructional focus coaches will professionally develop instructional assistants for student academic support.	Resource teachers at the three sites and Professional Support Assistants at the elementary school developed interventions by identifying structures and practices that will support students not meeting proficiency in a subject. Instructional leaders and instructional focus coaches professionally develop instructional assistants at the elementary school to support student academic progress.	1.7 Professional Support Assistants $75,000	1.7 Professional Support Assistants $72,000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8 Students will demonstrate growth throughout the year in all subject areas as measured by rubrics, end of unit assessments, class assignments and projects, teacher-created performance tasks and end-of-unit assessments,	At the elementary school, teacher-created performance tasks in literacy, social science, science are administered quarterly and analyzed through the learning from student work protocol to create interventions and differentiation	1.8 materials $10,000	1.8 materials $0

systematic reading and math online programs and teacher-created exams. By the end of the year, 80% or more students will demonstrate growth by cohort data collected. Consistent check-in of data analysis will be monitored by Instructional Leaders.

(small-group instruction). This did not reflect 80% growth.
Math fluency assessments are administered weekly and data turned in to math instructional focus specialist on a monthly basis to ensure that teachers are remediating skills. This did reflect 80% growth.
Systematic one on one reading assessments in English (Fountas and Pinnell) and in Spanish (EDL2) are administered at BoY, Mid-year, and EoY to measure reading comprehension, fluency, and accuracy. This did reflect 80% growth.
Foundational Skills assessments are administered in English at BoY, Mid-year, and EoY to measure skills development. This did reflect 80% growth.
Dreambox online math program is used by students for differentiated math homework. Teachers analyze finding weekly. The instructional leader uses monthly reports to check in with teachers about math skills progress. This did reflect 80% growth.
Reading Plus and Lexia online reading programs used for differentiated literacy support. Teachers analyze weekly reports to provide individualized support. Instructional aids use data to inform small group instruction. This did reflect 80% growth.

Middle School students did not meet the goal.

| | High School students met the goal in the Spanish language courses. | | |

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.9 Professional Development in theory and practice to generate knowledge to improve student opportunity, achievement and success. (National Institute for School Leadership, Harvard School of Education, New Visions.)	The leadership team and teaching staff received professional development by Dr. Ron Ritchhart in how to support teachers in using instructional practices that support deeper learning through engaging students in authentic thinking experiences. Dr. Jeff Duncan-Andrade provided professional learning experiences for the staff and teaching faculty that all three sites, as well as supported the work of each school's Guiding Coalition. Teachers were also supported in how to respond to student feedback about the teacher's role in addressing community priorities in order to strengthen relationships, establish relevance, and promote collective responsibility. Three teachers from the elementary school, one teacher from the middle and one from the high school along with the Director of Instructional Services and Support and an Instructional Focus Specialist attended the Fall Instructional Rounds Seminar at Harvard to strengthen their understanding of how Instructional Rounds supports school improvement efforts.	1.9 Harvard Instructional Rounds $50,000 1.9 Teaching Excellence Network consultants $100,000 1.9 Dr. Ron Ritchhart $8,000 1.9 Dr. Bettina Love $18,000 1.9 Social Justice book resources $2,200	1.9 Harvard Instructional Rounds $45,000 1.9 TEN $90,000 1.9 Dr. Ron Ritchhart $9,000 1.9 Dr. Bettina Love $18,000 1.9 Social Justice book resources $2,200

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.10 Attend conferences to support Academic Pillars and system leadership.	A group of educators from each of the three schools attended a Teaching Excellence Network conference to support Academic Pillars and system leadership. Two teachers attended the San Diego Area Writing Project Fall Conference. Elementary Math Teachers in grades 3-6 attend multiple Cognitively Guided Math Instruction workshops thought out the school year. Middle School History Teachers attended professional development related to Document Based Questioning. Dr. Ramirez participated in a program at the University of San Francisco that focused on Human Rights and how to bring those into the school setting. Dr. Ramirez attended a seminar at Harvard University that focused on Race and Equity Greg Watkins participated in National Association of School Psychologist annual conference to learn more about meeting the needs of foster youth and students who live in poverty.	1.10 Social Justice conferences $30,000	1.10 Community Responsive Conference $11,000
			1.10 Dr. Ramirez USF Human Rights Program $19,500
			1.10 Dr. Ramirez - Harvard Equity Seminar $7,500
			1.10 Psychologist Annual Conference - NASP $3,500

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.

All actions and services were implemented as planned, in working with the director of human resources, the school site leaders, and the Chief Executive Officer all staff hired were highly qualified in their specific area. The acquisition and retention of highly qualified teachers is supported with the considerable amount of funds dedicated to teacher and school site leadership development. Teachers were also provided time to collaborate in teams, or PLC groups, every week and throughout the year.Teachers are given time to plan as grade level teams or departments, as well as given time to vertically articulate. Various professional learning sessions were developed that focused on how to best implement and integrate the CVLCC 4 Pillars into classroom and leadership practice. A Social Justice Summit was held at the CVLCC High School that aided in the education of students as it relates to social justice topics such as, LBGTQ, Race & Racism, Women's Rights, and Immigration. Teachers and school staff also worked with Dr. Jeff Duncan Andrade and used the Teaching Excellence Network Data Dashboard. At one point in the year, students were given a chance to give teachers feedback so that teachers could respond better to the needs of the students and the community. Teachers also received training from Dr. Ron Ritchhart and Project Zero with the goal of improving thinking and learning in the classroom. In addition to teacher professional learning, the Chief Executive Officer also completed University level course work from the University of San Francisco focused on Human Rights Education. The CEO also attended a 4-day training at Harvard to develop a deeper understanding of Race, Equity, and Human Rights. Many of these actions and services were designed to support the education of all students, but a particular degree of attention was dedicated to supporting English Learner students, socio-economically disadvantaged students, as well as foster and homeless Youth.

Additional data and specifics regarding implementation for each of the actions/services can be found in the Actual Action/Services section above.

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

In terms of implementation of programs and services described in the LCAP above, there is a clear effectiveness that can be observed at all three school sites. Teachers have been given extensive professional development and the learning is transferring into classroom practice. The use of pedagogy explained during professional learning is clearly evident with administrators walk school sites and observe teachers in the classroom. In terms of reaching the goal of having 80% of all student demonstrate growth as it relates to local and state assessments, the goal has been reached at the local and formative assessment level, but we have not yet reached the goal with state assessments. On the CAASPP end of the year assessment, all students in a majority of the subgroups declined in ELA and Math. The suspension rate rose and graduation rates declined. Overall, the effectiveness of the action articulated in the goal is clear, but that did not yet translated into positive growth on state assessments this school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are several material differences in Goal #1. For Action/Service 1.2 there was additional expenditure of approximately $50,000. This money was spent expanding time for teacher planning. CVLCC feels it is important to provide ample teacher planning and

collaboration time so that teachers can support all students, but with a specific focus on English Learner students, Foster Youth students, Low Income students, and Students with Disabilities. Additional funding to support teacher planning and collaboration is seen in Action/Service 1.5. The material difference between Budgeted Expenditures and Actual is also seen in Action/Service 1.10. The majority of this difference came from the need to send the CVLCC CEO to further trainings on human rights education and social justice pedagogy as CVLCC continues to focus on implementing the CVLCC Social Justice Pillar.

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.

Considerable changes in the language of certain Actions/Services were made to reflect the work CVLCC is doing to support unduplicated students, including English Learner students, Foster Youth students, Low Income students, and Students with Disabilities. Although CVLCC has done impressive work with these student subgroups for many years, the actual language/titling of the unduplicated student subgroups was not indicated in the LCAP Plan. This year the changes to the LCAP Actions/Services, to include unduplicated student subgroups, is more reflective of the actual work CVLCC is doing with students and the community.

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

Develop a program that engages and offers opportunities to develop twenty-first century skills providing a vast array of experiences to all students to prepare them for college and the workforce.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
     Priority 7: Course Access (Conditions of Learning)
     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator On track towards College and Career: Graduation rates by cohort. **18-19** 100% Graduation Rate **Baseline** 100% Graduation Rate	* see graphic - CA State School Dashboard Data. As shown in the graphic the graduation rate declined by 3.3%

Expected

Actual

LEARN MORE

Graduation Rate

All Students   State

Yellow

93.5% graduated

Declined 3.3% ⊕

EQUITY REPORT

Number of Student Groups in Each Co

21 c
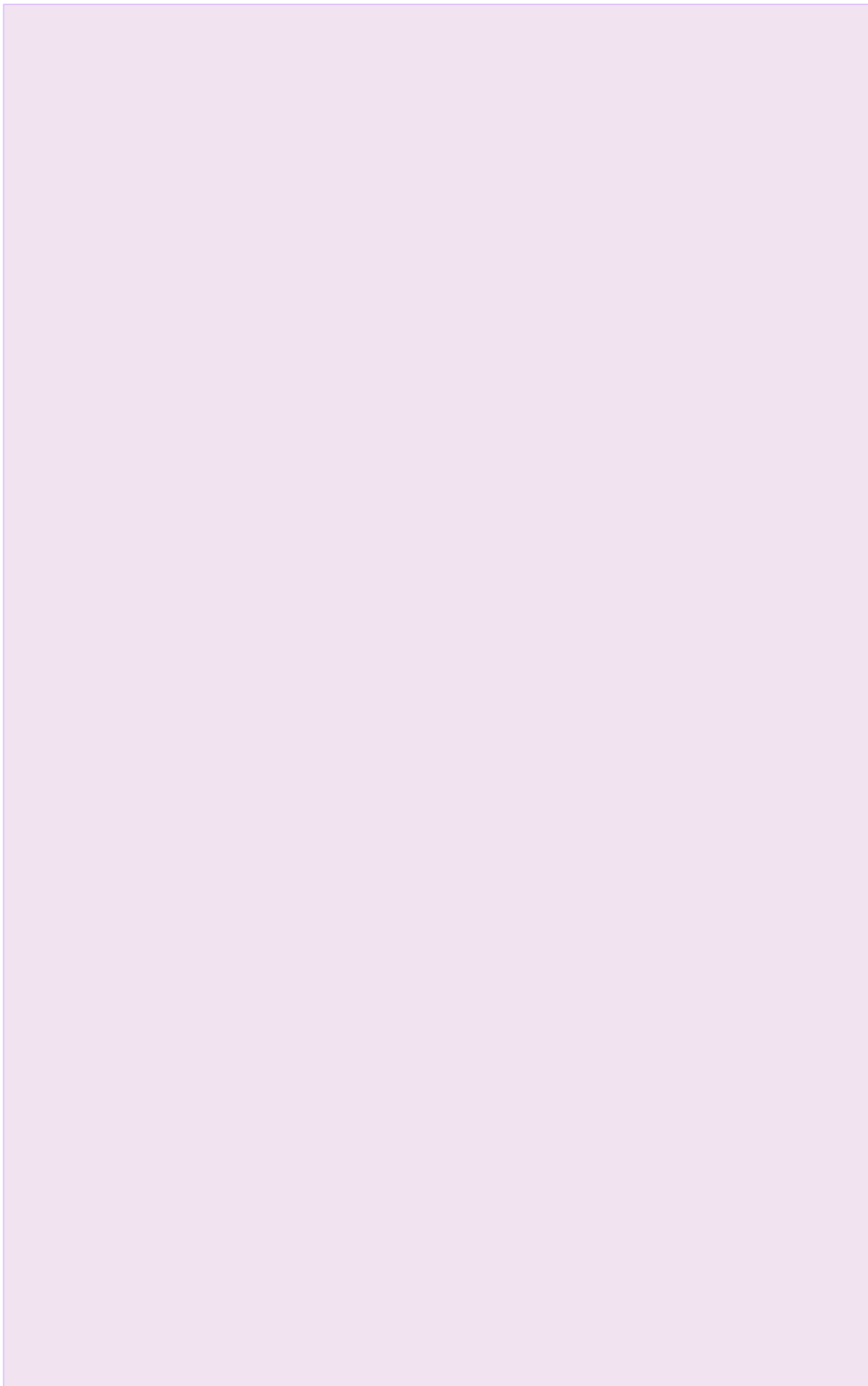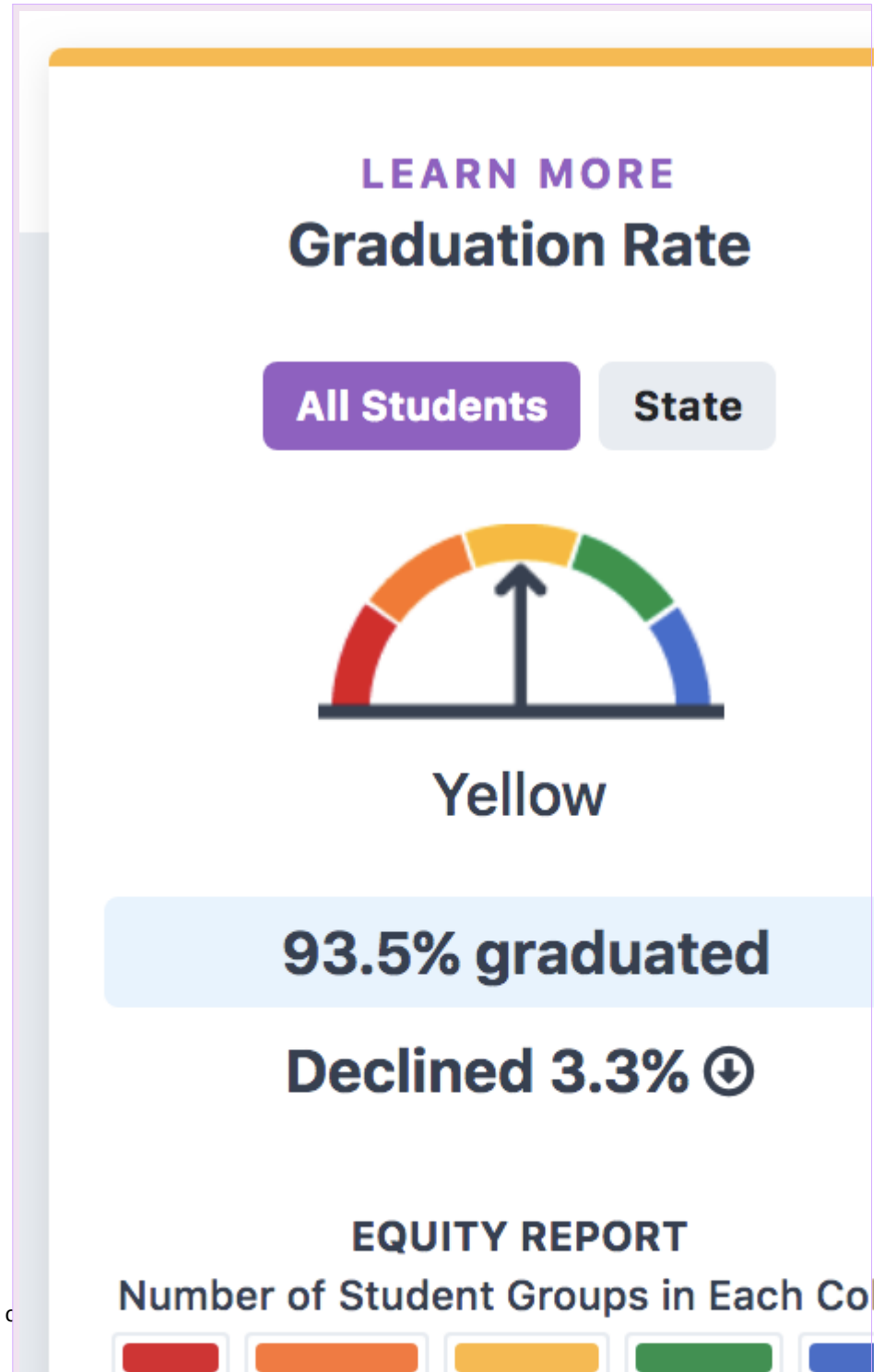
Expected	Actual
Metric/Indicator Attendance Rates: Chronic absenteeism **18-19** 97% daily attendance average **Baseline** High daily attendance average	* see attached CA State School Data Dashboard. Chronic Absenteeism was extremely low in all sub groups - the only subgroup seeing an increase was in the category of White which saw a 2% increase, but the largest subgroup of Hispanic actually declined.

Expected

Actual

Pacific Islander

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 0

Two or

No Perfo

Less than 11 s
displaye

Number

Students with Disabilities

Blue

0% chronically absent

Maintained 0%

Number of Students: 59

Englis

0.8% chro

Main

Number o

**Socioeconomically
Disadvantaged**

Blue

23 c

Expected	Actual
Metric/Indicator Access to technology, Arts, Variety in Courses of Study: A range of courses in Science, technology and the arts are offered. Relevant learning: Service learning Project Proposals developed and implemented in the community. **18-19** Performance Tasks show evidence of transfer learning Service learning Project Proposals developed and implemented in the community. **Baseline** Performance Tasks show evidence of transfer learning Service learning Project Proposals developed and implemented in the community.	Students at middle school participate in Legacy Projects and Seniors at high school participate in Senior Reflections. Throughout the year at all school sites projects are conducted connected to service learning and social justice.

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
2.1 Students, teachers, and parents will be supported by the technology department. Technicians will oversee equipment. All stakeholders will have access to high-quality technology and trainings will be provided to develop academic and instructional skills.	Each school site has a full time IT Support Staff member that is responsible for assisting teachers, students, administrators, and parents. Each IT manages 1:1 laptop programs at each site. The IT team has also done considerable work this last year researching and developing a new Device Management System that will be implemented in coming years. IT staff is responsible for supporting teachers with online programs such as Jupiter, PowerSchool, Edmodo, DreamBox, Reading Plus, etc. IT Staff also support audio/visual operations in auditoriums, as well	2.1 Technology Department $165,000	Technology Department $54,000

	as flatscreen TVs in each classroom, docu-cams, and projectors.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Students will have access to high-quality hardware (laptops and printers) and high-quality software (Keyboarding, PhotoShop, etc.) to support academic advancement.	TK-2 students have access to iPads. Grade 3-12 students have access to one-to-one laptops. Students have access to online programs such as DreamBox, Reading Plus, and PowerSchool, as well as the entire Apple/Microsoft suite of applications, including Word, Excel, Powerpoint, Pages, Keynote, iMovie, , etc. At the high school students in media class access Adobe Premiere and Apple iPad devices to produce digital films. Google Applications are also used in many classes by students and teachers.	Technology $75,000	Technology - Laptops and iPads $326,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 All students, TK- 12, are provided opportunities to participate in balanced-educational programs integrating visual and performing arts (art, choir, dance, music, theater), MicroSociety, Academy, Legacy and science/ engineering (includes robotics labs, coding classes and Tinker Labs) during academy, electives, off-campus opportunities, and/or after school classes and clubs.	At the Elementary School, students took part in art during Academy. Students also had after school opportunities to participate in choir, dance (Heartlight Dance), and theater offered through Christian Youth Theater. Students at the Middle School has opportunities to take guitar, African percussion, art, drama, and photography electives. The High School offered art, drama, tech	Robotics $56,000 Christian Youth Theater $60,000 Music $25,000 Art - Elementary Academy $25,000 Choir (ES afterschool program) $5,000 Fitness $50,000	Robotics $0 Christian Youth Theater $60,000 Music $0 Art $25,000 Choir (ES afterschool program) $6,500 Fitness $50,000

Visual and performing arts performance opportunities through plays, dance/choir recitals, etc. at all levels will be provided at Elementary, Middle, and High School.	film, dance, and yearbook electives.	Ballet Folklorico ES $5,000	Ballet Folklorico ES $0
		ES Academy Teachers $50,000	ES Academy Teachers $33,000
		Electives equipment/materials $10,000	Electives equipment/materials $10,000
		Performance equipment/materials $10,000	Performance equipment/materials $10,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Students are provided opportunities to apply their global perspectives and social justice curriculum through Service Learning and Legacy Projects, college/university extension lab studies and internships.	Students at the Elementary School participated in yearlong Service Learning projects. Students in 5th and 6th had the opportunity to apply their global perspectives and social justice learning to end-on-year Drop the Mic projects that they prepared and presented. 8th Grade students at the Middle School presented a culminating project in which they applied their learning from 7th and 8th grade. High School students had opportunities to apply their learning and present projects during end-of-unit performance tasks throughout the school year. Seniors will present their final project of learning applying what knowledge they have acquired throughout their high school career, specifically outlining how each of the school's Four Pillars have impacted their learning experiences inside and outside of the classroom.	University Rental Fees $15,000	Legacy Projects USD Rental Fees $3,500

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5 High school students will participate in academic progress towards meeting state, local and national graduation requirements by meeting all A-G requirements for college entrance. Advanced Placement (AP) trainings and resources will be $5,000 for teachers to offer college-level curricula. AP academies and resources will be provided for students.	Advanced Placement teachers received training at AP By the Sea through UCSD to ensure they are accredited to teach AP classes (AP Biology, AP Calculus AB and BC, AP Statistics, AP English Language and Composition, AP English Literature, AP World History, AP US History, AP Government, AP Spanish Language and Culture, AP Spanish Literature). Students at the High School (11th and 12th students) were offered two university courses from UCSD, Sociology and Human Nutrition. The credits from these university courses are transferable to any university.	AP Training/Materials $5,000	Advanced Placement training $20,000 UCSD courses - High School $24,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.6 100% of students will successfully complete graduation requirements. Academic Advisors will be provided to ensure graduation requirements are completed. A counselor will be provided for academics and social-emotional concerns.	100% of students completed the A-G requirements for graduation. The High School counselor and academic advisor reviewed each student's academic progress. Three social worker interns social-emotional support. Our High School counselor, school psychologist, and one counseling intern provided academic and social-emotional support to students.	Academic Advisors + Counselors $115,000	Academic Counseling $123,788

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.7 Provide socio-emotional, social skills and "Our Mindset" trainings for all students, faculty, parents, and community members. Sessions will focus on decreasing the deficit mindset to an intellect model mindset. Create a network of students, parents, staff and community members to align mindset to critical pedagogy.	The only professional development for parents was offered at the Parent Symposiums. The first was held in Semester 1 and focused on developing thinking opportunities for students. The second was held in Semester 2 and focused on Restorative Practices.	Dr. Ramirez Workshops $0	Dr. Ramirez Workshops $0

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.8 The number of students who are chronically absent (more than 9 days) will be reduced by 5% or each year. Maintain school attendance rates; Average daily attendance will be 98% or higher and measured monthly; (100 % of students attending 180 school days).	Our three schools were able to maintain attendance at 98% or higher rate for the 180 days of the school year. Last year we had enrollment of 1583 students and five were chronically absent. This year we had enrollment of 1508 students and 17 were chronically absent.	Nurse Support $50,000	Nursing $6,812.00

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.9 Faculty, staff and students will be trained to advocate for social justice, equity, and access. These values will be palpable throughout the school community. All participants will take an active role	At the High School, the students engaged in a Social Justice Summit that was organized by high school teacher Lisa Valenzuela that exposed them to various organizations across the local,	Resources for Positive Culture $10,000	Social Justice & Equity Training $11,000

| in the process of fostering dialogue with each member of community. | national, and international community that put into practice the pillar of social justice into action. Students received social justice learning opportunities in Cominidad and across core classes. Teachers and classified staff were training by SDCOE on Restorative Practice and the use of circles to facilitate stronger relationships.

The Middle School used Restorative Practices to repair relationships between all stakeholders in the community including parents, students, and teachers. Teachers and classified staff were training by SDCOE on Restorative Practice and using circles to build community.

At the Elementary School, teachers who were interested in exploring how to promote social justice across the school participated in the Social Justice Committee. These teachers met with researchers and other professionals in the field to deepen their understanding. Students were able to experience social justice opportunities first-hand through their work in Service Learning. Teachers and classified staff were training by SDCOE on Restorative Practice and the use of circles. | | Restorative Practice training - 2 cohorts of teachers and administrators $6,250 |

Action 10

Planned   Actual   Budgeted   Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
2.10 Academic Support for all K-12 students will be coordinated by staff and will be supported with resources.	Two resource teachers provide support for the students with identified needs at all three sites in coordination with the school psychologist.	Academic Support Staff $60,000	Academic Support $0

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.11 Establish clubs and events (Math Olympiad, Robotics Fair) where Primary, middle and high school students are provided opportunities to expand their academics, STEM, athletics, and visual and performing arts interests. (Adults who facilitated learning opportunity will be compensated through a stipend model).	Students participated in athletics at the High School, including cross country, boys and girls volleyball, flag football, boys and girls basketball, soccer, softball, baseball, swimming and diving, track and field, and competitive cheer. Students at the Middle School participated in girls basketball and boys and girls soccer. Students at the Elementary School participated in coed soccer in grades 2-3 and coed soccer in grade 4-6.	After School Sports $200,000	After School Sports $184,000

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire part-time library media technology staff.	Position will be posted summer of 2019.	Library Media Tech. $18,000	*Not Hired Yet $0

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.

CVLCC is creating conditions to facilitate the learning of 21st century skills and for the development of both college-ready abilities and workforce knowledge. To do this we fund Information Technology personnel at each school site. All students in grades 3-12 have access to laptops and CVLCC is a true 1:1 program in grades 3-12. In the primary grades of TK-2 students have access to iPads. Students interact with technology on a daily basis. There is also a considerable amount of funds dedicated to VAPA to allow for student to engage in classes such as Art, Engineering, Computer Skills, and Dance. Students in elementary school participate in the Microsociety Program, students in the middle school collaborate to do a Legacy Project each year, and students at the high school participate in internships in the 11th grade. There is also focus on absenteeism and it is believed that a focusing on the development of engaging 21st century learning environments facilitates improved attendance. There is also a strong focus on the the development of a social justice mindset and the implementation of human rights education. There is also a system-wide focus on the development of Restorative Practice. All students have the ability to participate in sports, but the high school has more organized program that allows for students to play sports such as, basketball. softball, football, and flag football. These high level programs are also supported by two Resource Teachers who make sure interventions are in place when students begin to struggle academically. It is believed, that this strong focus on 21st century skills, coupled with extracurricular activities and support that is provided if a student struggles, it is clear that absenteeism will remain low and graduation rates will remain very high.

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

The overall effectiveness can be gauged by the presence of social justice content in the classroom and the satisfaction students report participating in classes such as art or dance. One example of effectiveness was student participation in the first CVLCC Social Justice Summit. 21st century skills are also seen as students complete Legacy Projects or Senior Reflections - as well as participation int he Drop the Mic event at the elementary school. This focus is also translating to some growth on end of the year state assessments. CVLCC might not be where is wants to be in terms of academic success, but systems, structures, and funding has been set-up to provide continues growth and achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are some material differences between Budgeted Expenditures and Estimated Actual Expenditures in the Action/Services in Goal #2. In Action/Service 1.2 there is a clear difference between Budgeted and Actual that is related to taking more percentage of the personnels salary from other funds/budgets. The most dramatic difference in Action/Service 2.2. This difference is attributed to the decision to replace teacher devices at the Elementary school, 9th grade student devices at the high school, and the purchase of iPad Carts at the Elementary. A considerable amount was also spent on repairing damaged computers at the high school. Another difference is seen in Action/Service 2.5. This difference is due to the decision to increase high school dual enrollment classes with the University of California San Diego. Another difference seen in Action/Service 2.8 is related to the addition of a school Health Clerk at the elementary school and not the hiring of another school nurse.

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.

Considerable changes in the language of certain Actions/Services were made to reflect the work CVLCC is doing to support unduplicated students, including English Learner students, Foster Youth students, Low Income students, and Students with Disabilities. Although CVLCC has done impressive work with these student subgroups for many years, the actual language/titling of the unduplicated student subgroups was not indicated in the LCAP Plan. This year the changes to the LCAP Actions/Services, to include unduplicated student subgroups, is more reflective of the actual work CVLCC is doing with students and the community.

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

Create a welcoming learning culture where all ideas are valued and students, parents, staff, and community are connected to build unity as an entire Chula Vista Learning Community Charter School.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Student, parent, staff and community build unity within school, monitor by end of year survey created by Chula Vista Learning Community Charter School consisting of criteria to evaluate progress of community attitudes, unity and perspectives. **18-19** Surveys evaluate success of building unity based on series of questions related to criteria. **Baseline** Surveys evaluate success of building unity based on series of questions related to criteria.	The CVLCC community participated in several surveys/feedback collection activities. Parents, students, teachers, and staff used Thoughtexchange to provide feedback on the LCAP goals, actions, and services. 255 people participated, 232 thoughts were shared *see graphic. CVLCC staff will use3 LCAP feedback to modify appropriate actions and services. All stakeholders also participated in the Teaching Excellence Network survey. This survey asked stakeholders to select top priorities so that teachers and staff could be more community responsive. The data collected was organized into 12 top priorities. Students were given the opportunity in grades 4-12 to give teachers written feedback on the top 12 priorities. Teachers used this feedback to be more responsive to student needs in the classroom.

Expected	Actual

Expected | Actual
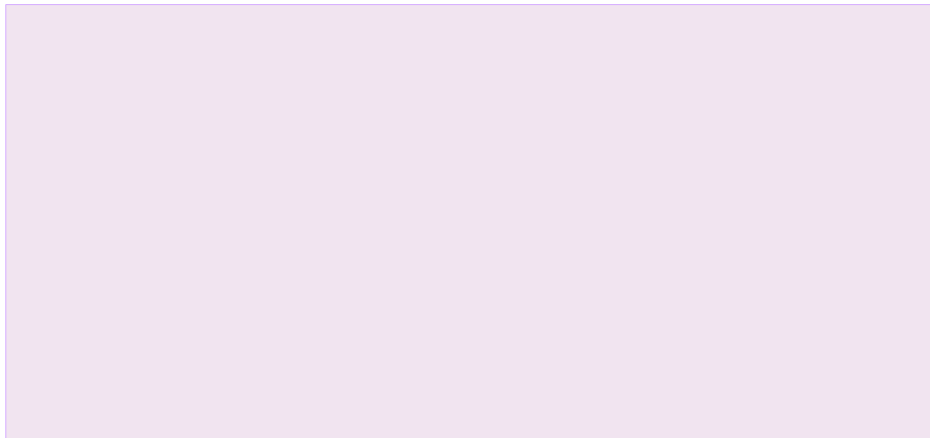
Exchan

Q1   Considering our current LCAP Goals, w
doing well and some things we can focu

👤 255
Participants

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
3.1 Provide student awards and acknowledge students in a variety of ways (photos on website, with peers, etc.). Honor students at every level with multiple recognitions (Pillars – Biliteracy, Social Justice, Global Perspectives and Community Engagement).	Student awards took place once a Semester. Students were acknowledged at the High School for their critical thinking, willingness to be reflective, and being creative thinkers. Students at the Middle School were awarded intellectual character awards, including creative thinker, reflective thinker and critical thinker. Students at the Elementary School Honor students took place once a Semester.at every level with multiple recognitions (Pillars – Biliteracy, Social Justice, Global	3.1 Events awards $15,000	Event awards $6,000
			Perfect Attendance Awards $4,000

	Perspectives and Community Engagement).

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Implement parent-friendly communication system with technology enhanced methods to disseminate information to community and train parents how to utilize it (website, PowerSchool, School Events Page, JupiterEd, Twitter, Facebook).	JupiterEd and Messenger were utilized to relay information to parents. Additionally, parents used social media outlets including Twitter, Facebook, and Instagram to acquire information about school events and important dates. Lastly, the school website was another tool parents could access to acquire information.	$0,000	Parent-friendly communication $0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Organize teacher-parent-student events throughout the year for families and community members to come to the school and become connected with the school community. (Festivals, movie nights, Unity Day/Week, multicultural events, dances, etc.)	There were two system-wide festivals, including the Fall Festival and the Spring Fling. This year there were movie nights and school dances offered at each site. This year, community hiking events were created to offer multiple opportunities throughout the year to engage in family hikes.	3.3 community activities $10,000	3.3 community activities $0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Create parent-needs assessments and survey all parents for suggestions/feedback throughout the year.	Our system utilized Teaching Excellence Network surveys to gather input from families, students, and faculty to develop an understanding of the priorities data that can shape the type of teaching	3.4 ThoughtExchange $10,000	3.4 ThoughtExchange $0

	that our community would like. Additionally, students were able to provide teachers specific feedback through a survey loop to assist in our teaching faculty's development of a community responsive growth plan.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 Update school website on a weekly basis with current information and photos. Include mechanisms for gathering parent and student input on a variety of topics.	The Director of Instructional Leadership Services and Support updates the school website with current information. TEN feedback loop was utilized to gather student input.	4.5 Director will update website $0	3.5 Director will update website $0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 Encourage opportunities for all parents at all levels to be involved by offering regular career exploration opportunities where parents, alumni and community members speak about their careers, including successes/challenges of their job.	At the elementary school, opportunities through matching parents and community members whose careers were aligned to the ventures and businesses represented in MicroSociety. The High School offered both alumni who are in college and professionals in the field of science (i.e. developmental biologists) to speak to students about their experience.	3.6 MicroSociety activities $1,000	3.6 MicroSociety materiais $6,000
			MicroSociety annual membership fees $1,500
			Purchased to support MicroSociety ventures, including furniture and materials $4,000

Action 7

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.7 Provide opportunities/workshops for parents and students to attend college tours together.	High School will offer a college campus tour opportunity for 11th graders at the beginning of 2019-2020 school year (the students' 12th grade year).	3.7 resources for workshops and tours $15,000	3.7 resources for workshops and tours $0

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.8 Encourage students to participate in meetings with parents. Offer family content and technology nights at school. Give parents practical and fun ideas on how to work with their children at home.	The Elementary School offered a family math night and a family reading night put on by the math and the literacy committees.	3.8 materials $1,500	3.8 materials $0

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.9 Train noon duties to assist in promoting harmonious environment for students through positive communication and to be seen as positive adult role models.	Noon Duty Assistants at the High School participated in Restorative Practices training alongside teachers and administrators. Middle School and Elementary School Noon Duty Assistants received training and guidance from site administrators.	3.9 noon duty training $500	3.9 noon duty training $500

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.

CVLCC is a very community oriented school. Family and community engagement is one of the CVLCC Pillars. Teachers/administrators distribute awards to celebrate high levels of achievement and thinking. Communication with families is orchestrated through the use of many platforms, including Jupiter Ed, Powerschool, Edmodo, Twitter, Instragram and also through the use of mail and direct one-on-one communication. The school website also went through a refresh/rebuild this year - the new site is

much more user friendly and facilitates better communication with the community. This year the community also gave feedback, using the Teaching Excellence Network Data Dashboard, on 12 community selected priorities. Then teachers crafted actions and lessons in the classroom to address the feedback. There was some trepidation at first when using the TEN data dashboard, however overtime a majority of teachers enjoyed getting feedback from everyone and written feedback from individual students. There are also events each school a manages and operates the event, such as - Microsociety Night, Math & Reading Night, Senior Reflections, etc. CVLCC also dedicated funds and time to have noon duties go through Restorative Practice Training. The use of Thoughtexchange to collect data and community feedback on LCAP Goals/Actions took place near the end of the school year. Data will be uses to craft LCAP Plan and to respond to needs of the community.

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

It is difficult to measure overall effectiveness because the development and follow-through of some of these actions is going to take considerable time. It was clear using the TEN Data/Feedback that there are certain areas we need to focus on as we become a school that has teachers who operate with a restorative mindset in all interactions. Noon duties have been trained at most campuses, but that training will happening very soon. Survey data and feedback from Thoughtexchange has been effective in collecting the thoughts and needs of the community. The Thoughtexchange data has helped us plan and respond to the community. Feedback on the new school website has been positive. Teachers in the high school have used Power School more and more this year - and student feedback about the online program has been positive.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no some material differences between Budgeted Expenditures and Estimated Actual Expenditures. In Action/Service 3.4 CVLCC did not pay for the addition of Thoughtexchange seeing that is included in the technology chargeback CVLCC pays as a dependent charter of CVESD.

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.

Considerable changes in the language of certain Actions/Services were made to reflect the work CVLCC is doing to support unduplicated students, including English Learner students, Foster Youth students, Low Income students, and Students with Disabilities. Although CVLCC has done impressive work with these student subgroups for many years, the actual language/titling of the unduplicated student subgroups was not indicated in the LCAP Plan. This year the changes to the LCAP Actions/Services, to include unduplicated student subgroups, is more reflective of the actual work CVLCC is doing with students and the community.

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

Promote parent engagement by providing parents with robust learning experiences, relevant information, networking opportunities, and resources to cultivate a spirit of community for the advancement of student success

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Collection of sign in sheets for parent trainings and networking forums; Parent participation in school activities and workshops. Participation rates based on sign in sheets. **18-19** Increasing by 5% each year, Hanover Survey Participation.	Hanover Survey data was collected. We also added Teaching Excellence Network Survey Data and Thoughtexchange to collect parent and community feedback/data

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 Implement parent-friendly communication system with technology-enhanced methods to disseminate information to	JupiterEd and Messenger were utilized to relay information to parents. Additionally, parents used social media outlets including	Website $10,000	Website $10,000

community and train parents how to utilize it (website, PowerSchool, School Events Page, JupiterEd, Twitter, Facebook, Instagram).	Twitter, Facebook, and Instagram to acquire information about school events and important dates. Lastly, the school website was another tool parents could access to acquire information.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Provide parent liaison position to assist in planning quarterly parent training nights, spearhead parent-networking events and facilitate communication with stakeholders at every level consistent with our programs to promote our mission and to achieve our vision	We did not have a parent liaison on staff this year.	Parent Liaison $60,000	Parent Liaison $0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 Provide parent workshops provided by teachers, academic coaches and instructional leaders for curriculum-focused areas, study skills, technology training, PowerSchool and data analysis.	Instructional Focus Specialist Katie Bradshaw and the math committee at the elementary school provided parent workshops during curriculum nights and during a special presentation at the Board meeting. Family Math Night invited elementary school parents to learn along with their students by participating in engaging math activities.The elementary school also hosted a Literacy Night for parents and students to engage in literacy activities together. Additionally, the elementary school offered sixth grade parents a Digital Literacy and Social Media	Materials $2,000	Authors In Action $1,500

workshop. Kindergarten parents also had the opportunity to engagement in Kinder Parent Seminars to learn strategies to support math and literacy development in kindergarten.

Authors in Action

Parent engagement Nights were offered for parents at all three sites. There were elementary school nights, 7th grade night, 8th grade night, grades 9-10 night and grades 11-12 night.

The Middle School offered a Digital Literacy workshop for parents.

The Instructional Leader, Magda Maldonado, at the High School along with the counselor, academic advisor and resource teacher hosted academic focus nights for students who are experiencing academic challenges and their parents to help determine root causes and provide reinforcement of positive academic behaviors.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.4 Develop parent symposium based on current teacher practices (specific to grade levels) to generate unity of parents and educators.	There were two Parent Symposiums offered this year. The first was held in Semester 1 and focused on developing thinking opportunities for students. The second was held in Semester 2	Venue & Materials $5,000	Venue $2,000 Parent materials $3,500

	and focused on Restorative Practices.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.5 Establish an online technology platform with instructional resources and protocols for data analysis will be monitored by instructional leaders to maximize the effectiveness and consistency of data driven decision-making. Teachers and staff will receive professional development in these protocols.	Illuminate was utilized to track physical education data.	Site Leader Data Analysis $0	Site Leader Data Analysis $0

Analysis

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

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

Multiple technological platforms were used to communicate with the school community. Jupiter Grades is the prime method of communication, however Power School was used in the MS/HS to communicate with parents and students.Various technology programs were also used to monitor student data. A new website was developed and has been consistently updated throughout the year. Many parent education workshops were offered at all school sites, as well as system-wide parent symposiums offered in the Fall and near the end of the school year. A parent liaison was not hired, however a plan is in place to satisfy the action in the next school year.

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

An online data and feedback collection tool called Thoughtexchange was used to gain greater understanding about community need and effectiveness of LCAP Actions and Services. There were many comments addressing the use of technology with the overall result being that CVLCC is using technology effectively to communicate and support student learning. Not hiring a parent liaison was an action that was not addressed - and community feedback demonstrated that parents would like the position to be filled in the future.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only material difference between Budgeted Expenditures and Estimated Actual Expenditures is seen in Action/Service 4.2. CVLCC did not hire a Parent Liaison and the position is now going to be shifted to more of an administrative/leadership role title Parent Outreach and Bi-Literacy Coordinator. This new position will satisfy the initial Actions/Services as articulated in the CVLCC LCAP Plan. The position will officially be for the 2020-21 school year.

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.

Considerable changes in the language of certain Actions/Services were made to reflect the work CVLCC is doing to support unduplicated students, including English Learner students, Foster Youth students, Low Income students, and Students with Disabilities. Although CVLCC has done impressive work with these student subgroups for many years, the actual language/titling of the unduplicated student subgroups was not indicated in the LCAP Plan. This year the changes to the LCAP Actions/Services, to include unduplicated student subgroups, is more reflective of the actual work CVLCC is doing with students and the community.

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

Develop facilities where learning environments provide multiple services and accommodations, which ties all stakeholders to a greater community that shares common aspirations and promotes critical thinking, creativity, collaboration, and communication.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Monthly meeting forums to discuss progress of environments and facilities. **18-19** Percentage of parents attending meetings **Baseline** Percentage of parents attending meetings	Most discussion occurred at monthly CVLCC Board Meetings. Parent sign-in sheets were collected and minutes were taken at each of the CVLCC Board Meetings.

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
5.1 REMOVED	Action was removed 2018-2019.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.2 Create learning environments in all classrooms to support the academic or subject experience that utilize Making Learning Visible.	Kriscinda Gardiner is our Visual Thinking and Learning Specialist. She has provided support for teachers at all three sites, offering workshops on various aspects of making thinking visible.	Visual Thinking and Learning Specialist $50,000	Visual Thinking and Learning Specialist $89,000
			Graphic Recording training - lettering and icons $3,500
			Graphic Recording training $1,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.3 Ensure that facilities are improved in order to provide learning environments where student safety is prioritized so that critical thinking, creativity, and collaboration are the focus of the faculty and students.	At the High School, a security gate was installed that would require visitors to press a buzzer that will alert the office staff in the main office. Using aa video camera, the office personal can see the visitor and engage in a two-way conversation, At all three sites, visitors are required to log into the Raptor system to record their name and receive an ID badge to access campus grounds.	Safety & Facilities $70,000	High School security gate and admission system $23,000
			Middle School Intra-Speaker System to announce emergencies $8,000
			Raptor Security System software and computers $3,000

Analysis

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

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

The Visual Learning and Thinking Specialist worked with teachers at all school sites to provide coaching, professional development, and support in the areas of progressive pedagogy and visual/graphic creation. The high school security gate was installed and operated all year to restrict entry to all people needing to buzz-in to be granted entry. The use of Raptor Systems at each site also create a more safe and secure environment in the school site offices.

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

The work of the Visual Learning and Thinking Specialist has received positive feedback from the teaching staff. Classroom observations demonstrate that the work the Visual Learning and Thinking Specialist is doing is having an impact in the classroom. The high school security gate has proven to be very effective - the school site secretary and attendance health clerk have effectively managed the system all year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only material difference between Budgeted Expenditures and Estimated Actual Expenditures is in Action/Service 5.2. A great percentage of the salary for the Visual Learning and Thinking Specialist will be taken from LCAP seeing the work this personnel will do to support teachers working with unduplicated student subgroups.

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.

Considerable changes in the language of certain Actions/Services were made to reflect the work CVLCC is doing to support unduplicated students, including English Learner students, Foster Youth students, Low Income students, and Students with Disabilities. Although CVLCC has done impressive work with these student subgroups for many years, the actual language/titling of the unduplicated student subgroups was not indicated in the LCAP Plan. This year the changes to the LCAP Actions/Services, to include unduplicated student subgroups, is more reflective of the actual work CVLCC is doing with students and the community.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 6

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?

Students, teachers, parents, and community members have always been included in the process of decision-making at the Chula Vista Learning Community Charter School. During the 2018-2019 school year, a process was followed to engage the Chula Vista Learning Community Charter School's stakeholders in the development of the yearly goals and the Local Accountability Plan (LCAP). Board meetings informed parents of the process to be involved in the LCAP meetings, and various messages were sent out to parents to inform them of the various meeting opportunities. Additionally, stakeholders had the opportunity to provide input using the Thoughtexchange online platform. Stakeholders included parents, students, faculty members, and system and site leaders. The goal was to gain stakeholder input based on their individual experience with the school and to elicit information on how their ideas could impact the educational structure. The open-dialogue was organized into categories to address each of the LCAP's eight state priorities with the established LCAP goals set in the previous year.

In total, 255 people participated in the Thoughtexchange feedback gathering with 232 thoughts recorded and 6046 ratings of those thoughts. Additionally, there were input meetings with site and system leaders as well as parents and student focus group forums.

Chula Vista Learning Community Charter Board read the first draft of ideas from the community to address conditions of learning, pupil outcomes, and engagement during the May board meeting. Additional focus group discussions were held with stakeholders (students, teachers, parents, and community members) and a final reading for approval for the LCAP was granted in June.

Impact on LCAP and Annual Update

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

The analysis of the input from focus groups places the following priorities on top:
- High-quality instruction and curriculum that promotes global perspectives
- Target the diverse learning styles of all students
- Offer opportunities to develop twenty-first century skills
- Develop a program that engages through a vast array of experiences
- College and career readiness

- Target the diverse learing styles of all students
- Close the achievement gap between subgroups

Actions and services will be changed in each goal according to the feedback from all stakeholders and the capabilities of the school sites.

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

Provide high-quality instruction and curriculum that promotes social justice, global perspectives, and college and career readiness that targets the diverse learning styles of all students and closes the achievement gap between subgroups.

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)

Local Priorities:

Identified Need:

There is a need for a consistent, systematic program approach in English, Science, History, and Spanish to mirror the approach the school has implemented with Math.

There is a need for more opportunities for articulation between the elementary, middle, and high schools.

The Faculty should create more consistent opportunities for cross grade-level content areas to examine student work and to collaborate on curriculum.

The Chula Vista Learning Community Charter School should continue to provide strategies for staff to support their work with students with different needs (I.E.P., 504, G.A.T.E.) There is a need to provide additional support for newly enrolled emergent bilinguals in the second language.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credentials: CALPADS annual report from Human Resources	CALPADS annual report from Human Resources declared 100% teachers certified and aligned with assigned positions	CALPADS annual report from Human Resources declared 100% teachers certified and aligned with assigned positions	CALPADS annual report from Human Resources declared 100% teachers certified and aligned with assigned positions	CALPADS annual report from Human Resources declared 100% teachers certified and aligned with assigned positions
Common Core State Standards CAASP Interim exams, Performance Tasks, and were created and assessed as planned.	Assignments and assessments demonstrate growth. Percentages of proficiency/ advanced increase throughout the year.	Assignments and assessments demonstrate growth. Percentages of proficiency/ advanced increase throughout the year.	Assignments and assessments demonstrate growth. Percentages of proficiency/ advanced increase throughout the year.	Assignments and assessments demonstrate growth. Percentages of proficiency/ advanced increase throughout the year.

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

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

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

English Learners	LEA-wide	All Schools
Foster Youth	[Add Scope of Services selection here]	Specific Schools: TK-12 (3 Sites -
Low Income		Elementary, Middle, High)
[Add Students to be Served selection here]		Specific Grade Spans: TK-12
		[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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 All teachers will be highly qualified in their area of expertise in promoting critical thinking for their assignments.	1.1 All teachers will be highly qualified in their area of expertise in promoting critical thinking for their assignments.	All teachers will be highly qualified in their area of expertise in promoting critical thinking for their assignments. In looking at assessment data and observational classroom data, CVLCC is allocating considerable funds to address the education of English learner, foster youth, and low income students. Highly qualified teachers are vital in supporting all students, but are particularly important in supporting unduplicated subgroups. Hiring practices and professional development will focus on high level/thinking driven pedagogy with a specific focus on supporting English learner students, foster youth, and low income students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	Highly qualified teachers	Highly qualified teachers	Highly qualified teachers

Amount			
Amount			
Budget Reference			
Amount			
Amount			
Amount			
Amount			
Amount			

Action 2

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

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

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

[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

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

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

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]

LEA-wide
[Add Scope of Services selection here]

All Schools
Specific Schools: TK-12 (3 Sites - Elementary, Middle, High)
Specific Grade Spans: TK-12
[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

Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.2 Professional Development and Professional Learning Communities by grade level, department and vertical alignment to increase understanding of critical thinking strategies, practices and techniques will be led by System Instructional Leaders and academic coaches. (Student-centered coaching, National Institute for School Leadership).	1.2 Professional Development and Professional Learning Communities by grade level, department and vertical alignment to increase understanding of critical thinking strategies, practices and techniques will be led by System Instructional Leaders and academic coaches. (Student-centered coaching, National Institute for School Leadership).	Professional Development and Professional Learning Communities by grade level, department and vertical alignment to increase understanding of critical thinking strategies, practices and techniques will be led by System Instructional Leaders and academic coaches. In looking at assessment data and observational classroom data, CVLCC is allocating considerable funds to address the education of English learner, foster youth, and low income students. Highly qualified teachers, professional development, and professional learning communities are vital in supporting all students, but are particularly important in supporting unduplicated subgroups. Professional development and collaboration during PLC time will focus on high level/thinking driven pedagogy with a specific focus on supporting English learner, foster youth, and low income students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$200,000	$200,000	$320,000
Budget Reference	System Instructional Leaders	System Instructional Leaders	System Instructional Leaders
Amount	$200,000	$200,000	$235,000
Budget Reference	Academic Coaches	Instructional Focus Specialists	Instructional Focus Specialists

Action 3

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

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

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**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]	LEA-wide [Add Scope of Services selection here]	All Schools Specific Schools: TK-12 (3 Sites - Elementary, Middle, High) Specific Grade Spans: TK-12 [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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Instructional resources for Chula Vista Learning Community Charter School Academic Pillars (Dual Language, Global Perspectives, Social Justice, Community Engagement) will be provided to create knowledge to transform the world.	Instructional resources for Chula Vista Learning Community Charter School Academic Pillars (Dual Language, Global Perspectives, Social Justice, Community Engagement) will be provided to create knowledge to transform the world.	Instructional resources for Chula Vista Learning Community Charter School Academic Pillars (Dual Language, Global Perspectives, Social Justice, Community Engagement) will be provided to create knowledge to transform the world. All instructional resources being used and/or considerable will be resource that support English learner, foster youth, and low income students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$25,000	$25,000
Budget Reference	Instructional resources, trainings, activities, materials	Instructional resources, trainings, activities, materials	Instructional resources, trainings, activities, materials

Action 4

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

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

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

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

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

LEA-wide
[Add Scope of Services selection here]

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

Specific Schools: TK-12 (3 Sites - Elementary, Middle, High)
Specific Grade Spans: TK-12
[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	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.4 Trainings and resources to shift mindset on traditional norms and promote critical thinking, creativity, collaboration	1.4 By 2020, all teachers at the elementary, middle and high school will receive trainings to shift mindset on	By 2020, all teachers at the elementary, middle and high school will receive trainings to shift mindset on traditional

and communication will be offered to all faculty and staff members. (includes GATE, MicroSociety, Internships, Service Learning, Legacy & Innovation, Exchange programs, Human Element, Multiple Intelligences and LGBTQ trainings.)	traditional norms and promote critical thinking, creativity, collaboration and communication will be offered to all faculty and staff members (includes How People Learn, Making Learning Visible, MicroSociety, Internships, Service Learning, Legacy & Innovation, Exchange programs, Human Element, Multiple Intelligences and LGBTQ trainings)	norms and promote critical thinking, creativity, collaboration and communication will be offered to all faculty and staff members. The mindset shift will also include a focus on supporting English learner, foster youth, low income students and students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$50,000
Budget Reference	Instructional resources, trainings, activities, materials	Instructional resources, trainings, activities, materials	Instructional resources, trainings, activities, materials

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)

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

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

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.5 Implement student academic support by providing additional planning time for teachers to create instructional tasks to promote critical thinking and to revise unit plans and progress of all students (including emergent bilinguals) by analyzing student learning outcomes.	1.5 Implement student academic support by providing additional planning time for teachers to create instructional tasks to promote critical thinking and to revise unit plans and progress of all students (including emergent bilinguals) by analyzing student learning outcomes.	Implement student academic support by providing additional planning time for teachers to create instructional tasks to promote critical thinking and to revise unit plans and progress of all students by analyzing student learning outcomes. Data analysis will help CVLCC teachers and staff better address the education of all students, but a specific focus on the data analysis will focus on English learner, foster youth, low income and students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$30,000	$50,000
Budget Reference	substitutes for institutes, curriculum writing	substitutes for institutes, curriculum writing	substitutes for institutes, curriculum writing

Action 6

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

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

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

All	All Schools
	Specific Schools: TK-12 (3 Sites - Elementary, Middle, High)
	Specific Grade Spans: TK-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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.6 An online technology platform for students, parents and teachers to manage student information by accessing grades and downloading/uploading assignments and instructional resources. Teachers, parents and students will receive trainings in the program protocols.	1.6 An online technology platform for students, parents and teachers to manage student information by accessing grades and downloading/uploading assignments and instructional resources. Teachers, parents and students will receive trainings in the program protocols.	An online technology platform for students, parents and teachers to manage student information by accessing grades and downloading/uploading assignments and instructional resources. Teachers, parents and students will receive trainings in the program protocols.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Budget Reference	1.6 JupterEd TK-12	1.6 JupiterEd TK-12	JupiterEd TK-12
Amount	$12,000	$12,000	$12,000
Budget Reference	Power Schools 7-12	PowerSchool 5-12	PowerSchool 7-12

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)

All Schools
[Add Location(s) selection here]

OR

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

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

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Support Assistants will assist in the monitoring of student achievement with immediate interventions. Instructional leaders and academic coaches will professionally develop instructional assistants for student academic support.	Resource teachers and Professional Support Assistants will develop interventions by identifying structures and practices that will support students not meeting proficiency in a subject. Instructional leaders and instructional focus coaches will professionally develop instructional assistants for student academic support.	Resource teachers and Professional Support Assistants will develop interventions by identifying structures and practices that will support students not meeting proficiency in a subject. Instructional leaders and instructional focus coaches will professionally develop instructional assistants for student academic support. These staff members will support all students, but the will focus specifically on supporting English learner, foster youth, low income and students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$75,000	$75,000	$75,000
Budget Reference	1.7 Assistants	1.7 Professional Support Assistants	Professional Support Assistants
Amount			$40,000
Budget Reference			Professional Support Assistant for Special Education

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)

All Schools
[Add Location(s) selection here]

OR

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

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

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

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
Specific Schools: TK-12 (3 Sites - Elementary, Middle, High)
Specific Grade Spans: TK-12
[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.8 Students will demonstrate growth throughout the year in all subject areas as measured by rubrics, end of unit assessments, class assignments and projects, teacher-created performance tasks and end-of-unit assessments, systematic reading and math online programs and teacher-created exams. By the end of the year, 80% or more students will demonstrate growth by cohort data collected. Consistent check-in of data analysis will be monitored by Instructional Leaders.	1.8 Students will demonstrate growth throughout the year in all subject areas as measured by rubrics, end of unit assessments, class assignments and projects, teacher-created performance tasks and end-of-unit assessments, systematic reading and math online programs and teacher-created exams. By the end of the year, 80% or more students will demonstrate growth by cohort data collected. Consistent check-in of data analysis will be monitored by Instructional Leaders.	Students will demonstrate growth throughout the year in all subject areas as measured by rubrics, end of unit assessments, class assignments and projects, teacher-created performance tasks and end-of-unit assessments, systematic reading and math online programs and teacher-created exams. By the end of the year, 80% or more students will demonstrate growth by cohort data collected. Consistent check-in of data analysis will be monitored by Instructional Leaders. The assessment of data and goal of 80% of all students will also be further divided into analysis of student subgroups, including English learner, foster youth, low income students, and students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Budget Reference	1.8 Reading assessments	materials	Materials

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)

[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)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools Specific Schools: TK-12 (3 Sites - Elementary, Middle, High) Specific Grade Spans: TK-12

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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.9 Professional Development in theory and practice to generate knowledge to improve student opportunity, achievement and success. (National Institute for School Leadership, Harvard School of Education, New Visions.)	1.9 Professional Development in theory and practice to generate knowledge to improve student opportunity, achievement and success. (National Institute for School Leadership, Harvard School of Education, New Visions.)	Professional Development in theory and practice to generate knowledge to improve student opportunity, achievement and success provided by outside consultants and universities. Although this work will support all students, the professional development related to theory and practice will include a focus on how best to support English learner, foster youth students, low income students, and students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000	$50,000	$50,000
Budget Reference	1.9 Harvard Instructional Rounds	1.9 Harvard Instructional Rounds	Harvard Project Zero

Amount		$100,000	$20,000
Budget Reference		1.9 Teaching Excellence Network consultants	Dr. Ron Ritchhart
Amount		$8,000	
Budget Reference		1.9 Dr. Ron Ritchhart	
Amount		$18,000	
Budget Reference		1.9 Dr. Bettina Love	
Amount		$2,200	
Budget Reference		1.9 Social Justice book resources	

Action 10

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Specific Schools: TK-12 (3 Sites - Elementary, Middle, High)
Specific Grade Spans: TK-12

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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.10 Attend conferences to support Academic Pillars and system leadership.	1.10 Attend conferences to support Academic Pillars and system leadership.	Attend conferences to support Academic Pillars and system leadership. Although learning at conferences will support the education of all students, conference experiences or learning taken from the conference will be used to specifically support English learner, foster youth, low income students, and students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$30,000	$30,000
Budget Reference	1.10 Social Justice conferences	1.10 Social Justice conferences	Social Justice conferences

Action 11

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

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

English Learners Foster Youth Low Income	LEA-wide Schoolwide	All Schools Specific Schools: TK-12 (3 Sites - Elementary, Middle, High) Specific Grade Spans: TK-12

Actions/Services

		New Action

		In order to be able to best educate English learner, foster youth, and low income students, we will need to add the services of a social worker and psychologist to meet both academic and socio-emotional needs.

Budgeted Expenditures

Amount			$60,000
Budget Reference			Social worker
Amount			$45,000
Budget Reference			2-Day psychologist

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

Develop a program that engages and offers opportunities to develop twenty-first century skills providing a vast array of experiences to all students to prepare them for college and the workforce.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

There is a need for engaging in dialogue around teacher instruction at a deeper level.

Teachers need to understand key instructional terminology to effectively calibrate and implement instructional strategies.

Teacher professional learning will focus on ensuring that students are engaging in tasks that promote critical thinking and consistently using academic language to advance their collaborative and independent work.

There is a need to increase opportunities for professional development in the use of technology at all grade levels.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
On track towards College and Career:	100% Graduation Rate	100% Graduation Rate	100% Graduation Rate	100% Graduation Rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rates by cohort.				
Attendance Rates: Chronic absenteeism	High daily attendance average	97% daily attendance average	97% daily attendance average	97% daily attendance average
Access to technology, Arts, Variety in Courses of Study: A range of courses in Science, technology and the arts are offered. Relevant learning: Service learning Project Proposals developed and implemented in the community.	Performance Tasks show evidence of transfer learning Service learning Project Proposals developed and implemented in the community.	Performance Tasks show evidence of transfer learning Service learning Project Proposals developed and implemented in the community.	Performance Tasks show evidence of transfer learning Service learning Project Proposals developed and implemented in the community.	Performance Tasks show evidence of transfer learning Service learning Project Proposals developed and implemented in the community.

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
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

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

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

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] | LEA-wide
[Add Scope of Services selection here] | All Schools
[Add Location(s) selection here] |

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Students, teachers, and parents will be supported by the technology department. Technicians will oversee equipment. All stakeholders will have access to high-quality technology and trainings will be provided to develop academic and instructional skills.	2.1 Students, teachers, and parents will be supported by the technology department. Technicians will oversee equipment. All stakeholders will have access to high-quality technology and trainings will be provided to develop academic and instructional skills.	Students, teachers, and parents will be supported by the technology department. Technicians will oversee equipment. All stakeholders will have access to high-quality technology and trainings will be provided to develop academic and instructional skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$165,000	$165,000	$165,000
Budget Reference	2.1 Technology	2.1 Technology Department	Technology Department salaries
Amount			

Action 2

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

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

OR

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

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

[Add Students to be Served selection here]

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

LEA-wide [Add Scope of Services selection here]

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

All Schools [Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.2 Students will have access to high-quality hardware (laptops and printers) and high-quality software (Keyboarding, PhotoShop, etc.) to support academic advancement.	2.2 Students will have access to high-quality hardware (laptops and printers) and high-quality software (Keyboarding, PhotoShop, etc.) to support academic advancement.	Students will have access to high-quality hardware (laptops and printers) and high-quality software (Keyboarding, PhotoShop, etc.) to support academic advancement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$75,000	$75,000	$150,000
Budget Reference	Technology	Technology	Technology

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 [Add Students to be Served selection here]

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

All Schools [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**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]	All Schools [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	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.3 All students, TK- 12, are provided opportunities to participate in balanced-educational programs integrating visual and performing arts (art, choir, dance, music, theater), MicroSociety, Academy, Legacy and science/ engineering (includes robotics labs, coding classes and Tinker Labs) during academy, electives and/or after school classes and clubs. Visual and performing arts performance opportunities through plays, dance/choir recitals, etc. at all levels will be provided at Elementary, Middle, and High School.	2.3 All students, TK- 12, are provided opportunities to participate in balanced-educational programs integrating visual and performing arts (art, choir, dance, music, theater), MicroSociety, Academy, Legacy and science/ engineering (includes robotics labs, coding classes and Tinker Labs) during academy, electives, off-campus opportunities, and/or after school classes and clubs. Visual and performing arts performance opportunities through plays, dance/choir recitals, etc. at all levels will be provided at Elementary, Middle, and High School.	All students, TK- 12, are provided opportunities to participate in balanced-educational programs integrating visual and performing arts (art, choir, dance, music, theater), MicroSociety, Academy, Legacy and science/ engineering (includes robotics labs, coding classes and Tinker Labs) during academy, electives, off-campus opportunities, and/or after school classes and clubs. Visual and performing arts performance opportunities through plays, dance/choir recitals, etc. at all levels will be provided at Elementary, Middle, and High School.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$56,000	$65,000
Budget Reference	Robotics	Robotics	Theater Teacher - HS

Amount	$50,000	$60,000	$40,000
Budget Reference	Christian Youth Theater	Christian Youth Theater	Music/Dance VAPA Teacher - HS
Amount	$25,000	$25,000	$25,000
Budget Reference	Music	Music	Art Teacher - ES
Amount	$25,000	$25,000	$5,000
Budget Reference	Art	Art - Elementary Academy	Choir after school program - ES
Amount	$5,000	$5000	$50,000
Budget Reference	Choir	Choir (ES afterschool program)	Fitness
Amount	$50,000	$50,000	$5,000
Budget Reference	Fitness	Fitness	Ballet Folklorico afterschool program - ES
Amount	$50,000	$5,000	$50,000
Budget Reference	Academy	Ballet Folklorico ES	ES Academy Teachers
Amount		$50,000	$10,000
Budget Reference		ES Academy Teachers	Electives equipment/materials
Amount		$10,000	$10,000
Budget Reference		Electives equipment/materials	Theater performance equipment/materials

Amount		$10,000	$24,000
Budget Reference		Performance equipment/materials	USCD Electrical Engineering course

Action 4

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

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

All

[Add Students to be Served selection here]

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

All Schools

[Add Location(s) selection here]

OR

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

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

[Add Students to be Served selection here]

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

LEA-wide

[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	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.4 Students are provided opportunities to apply their global perspectives and social justice curriculum through Service Learning and Legacy Projects, college/university extension lab studies and internships.	2.4 Students are provided opportunities to apply their global perspectives and social justice curriculum through Service Learning and Legacy Projects, college/university extension lab studies and internships.	Students are provided opportunities to apply their global perspectives and social justice curriculum through Service Learning and Legacy Projects, college/university extension lab studies and internships.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Budget Reference	University Rental Fees	University Rental Fees	University Rental Fees

Action 5

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

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

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	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
2.5 High school students will participate in academic progress towards meeting state, local and national graduation requirements by meeting all A-G requirements for college entrance. Advanced Placement (AP) trainings and resources will be provided for teachers to offer college-level	2.5 High school students will participate in academic progress towards meeting state, local and national graduation requirements by meeting all A-G requirements for college entrance. Advanced Placement (AP) trainings and resources will be $5,000 for teachers to offer college-level	High school students will participate in academic progress towards meeting state, local and national graduation requirements by meeting all A-G requirements for college entrance. Advanced Placement (AP) trainings and resources will be provided for teachers to offer college-level

curricula. AP academies and resources will be provided for students.	curricula. AP academies and resources will be provided for students.	curricula. AP academies and resources will be provided for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Budget Reference	AP Training/Materials	AP Training/Materials	AP Training/Materials
Amount			$48,000
Budget Reference			University of California, San Diego courses

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)

All Schools
[Add Location(s) selection here]

OR

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

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

[Add Students to be Served selection here]

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

LEA-wide
[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
2.6 100% of students will successfully complete graduation requirements. Academic Advisors will be provided to ensure graduation requirements are completed. A counselor will be provided for academics and social-emotional concerns.	2.6 100% of students will successfully complete graduation requirements. Academic Advisors will be provided to ensure graduation requirements are completed. A counselor will be provided for academics and social-emotional concerns.	100% of students will successfully complete graduation requirements. Academic Advisors will be provided to ensure graduation requirements are completed. A counselor will be provided for academics and social-emotional concerns.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$115,000	$115,000	$115,000
Budget Reference	Academic Advisors + Counselors	Academic Advisors + Counselors	Academic Advisors + Counselors

Action 7

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

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**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]	LEA-wide [Add Scope of Services selection here]	All Schools [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
2.7 Provide socio-emotional, social skills and "Our Mindset" trainings for all students, faculty, parents, and community members. Sessions will focus on decreasing the deficit mindset to an intellect model mindset. Create a network of students, parents, staff and community members to align mindset to critical pedagogy.	2.7 Provide social emotional, social skills and "Our Mindset" trainings for all students, faculty, parents, and community members. Sessions will focus on decreasing the deficit mindset to an intellect model mindset. Create a network of students, parents, staff and community members to align mindset to critical pedagogy.	Provide socio-emotional, social skills and "Our Mindset" trainings for all students, faculty, parents, and community members. Sessions will focus on decreasing the deficit mindset to an intellect model mindset. Create a network of students, parents, staff and community members to align mindset to critical pedagogy.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	Dr. Ramirez Workshop	Dr. Ramirez Workshops	Dr. Ramirez Workshops

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)

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	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
2.8 The number of students who are chronically absent (more than 9 days) will be reduced by 5% or each year. Maintain school attendance rates; Average daily attendance will be 98% or higher and measured monthly; (100 % of students attending 180 school days).	2.8 The number of students who are chronically absent (more than 9 days) will be reduced by 5% or each year. Maintain school attendance rates; Average daily attendance will be 98% or higher and measured monthly; (100 % of students attending 180 school days).	The number of students who are chronically absent (more than 9 days) will be reduced by 5% or each year. Maintain school attendance rates; Average daily attendance will be 98% or higher and measured monthly; (100 % of students attending 180 school days).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000	$50,000	$50,000
Budget Reference	Nurse Support	Nurse Support	Nurse Support

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)

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

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]	All Schools [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
2.9 Faculty, staff and students will be trained to advocate for social justice, equity, and access. These values will be palpable throughout the school community. All participants will take an active role in the process of fostering dialogue with each member of community.	2.9 Faculty, staff and students will be trained to advocate for social justice, equity, and access. These values will be palpable throughout the school community. All participants will take an active role in the process of fostering dialogue with each member of community.	Faculty, staff and students will be trained to advocate for social justice, equity, and access. These values will be palpable throughout the school community. All participants will take an active role in the process of fostering dialogue with each member of community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Budget Reference	Resources for Positive Culture	Resources for Positive Culture	Resources for Positive Culture
Amount			$25,000
Budget Reference			Restorative Practices Training

Action 10

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

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

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

All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	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
2.10 Academic Support for all K-12 students will be coordinated by staff and will be supported with resources.	2.10 Academic Support for all K-12 students will be coordinated by staff and will be supported with resources.	Academic Support for all K-12 students will be coordinated by staff and will be supported with resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$60,000	$60,000	$60,000
Budget Reference	Academic Support Staff	Academic Support Staff	Academic Support Staff

Action 11

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

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

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	All Schools [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
2.11 Establish clubs and events (Math Olympiad, Robotics Fair) where Primary, middle and high school students are provided opportunities to expand their academics, STEM, athletics, and visual and performing arts interests. (Adults who facilitated learning opportunity will be compensated through a stipend model).	2.11 Establish clubs and events (Math Olympiad, Robotics Fair) where Primary, middle and high school students are provided opportunities to expand their academics, STEM, athletics, and visual and performing arts interests. (Adults who facilitated learning opportunity will be compensated through a stipend model).	Establish clubs and events (Math Olympiad, Robotics Fair) where Primary, middle and high school students are provided opportunities to expand their academics, STEM, athletics, and visual and performing arts interests. (Adults who facilitated learning opportunity will be compensated through a stipend model).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$130,000	$200,000	$200,000
Budget Reference	After School Sports	After School Sports	After School Sports

Action 12

[Add Students to be Served selection here]	Specific Schools: Elementary School Specific Grade Spans: TK-6 [Add Location(s) selection here]

OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools Specific Schools: Elementary School Specific Grade Spans: TK-6 [Add Location(s) selection here]

Actions/Services

		New Action
		Hire a part-time Library/Media Tech. to support CVLCC Elementary School.

Budgeted Expenditures

Amount			$18,000
Budget Reference			Library Media/Tech.

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

Create a welcoming learning culture where all ideas are valued and students, parents, staff, and community are connected to build unity as an entire Chula Vista Learning Community Charter School.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                         Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

There is a need to provide on-site counseling services for middle school students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student, parent, staff and community build unity within school, monitor by end of year survey created by Chula Vista Learning Community Charter School consisting of criteria to evaluate progress of community attitudes, unity and perspectives.	Surveys evaluate success of building unity based on series of questions related to criteria.	Surveys evaluate success of building unity based on series of questions related to criteria.	Surveys evaluate success of building unity based on series of questions related to criteria.	Surveys evaluate success of building unity based on series of questions related to criteria.

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

[Add Students to be Served selection here]

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

All Schools

[Add Location(s) selection here]

OR

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

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

[Add Students to be Served selection here]

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

LEA-wide

[Add Scope of Services selection here]

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

3.1 Provide student awards and acknowledge students in a variety of ways (photos on website, with peers, etc.). Honor students at every level with multiple recognitions (Pillars – Biliteracy, Social Justice, Global Perspectives and Community Engagement).

2018-19 Actions/Services

3.1 Provide student awards and acknowledge students in a variety of ways (photos on website, with peers, etc.). Honor students at every level with multiple recognitions (Pillars – Biliteracy, Social Justice, Global Perspectives and Community Engagement).

2019-20 Actions/Services

Provide student awards and acknowledge students in a variety of ways (photos on website, with peers, etc.). Honor students at every level with multiple recognitions (Pillars – Biliteracy, Social Justice, Global Perspectives and Community Engagement).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Budget Reference	3.1 Events awards	3.1 Events awards	3.1 Events awards
Amount			
Budget Reference			
Amount			
Budget Reference			
Amount			
Amount			
Amount			
Budget Reference			
Amount			
Amount			

Action 2

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

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

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

[Add Students to be Served selection here]

[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	LEA-wide	All Schools Specific Schools: TK-12 (3 Sites - Elementary, Middle, High) Specific Grade Spans: TK-12

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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.2 Implement parent-friendly communication system with technology enhanced methods to disseminate information to community and train parents how to utilize it (website, PowerSchool, School Events Page, JupiterEd, Twitter, Facebook).	3.2 Implement parent-friendly communication system with technology enhanced methods to disseminate information to community and train parents how to utilize it (website, PowerSchool, School Events Page, JupiterEd, Twitter, Facebook).	Implement parent-friendly communication system with technology enhanced methods to disseminate information to community and train parents how to utilize it (website, PowerSchool, School Events Page, JupiterEd, Twitter, Facebook). Parent/Community communication systems will be used to inform, support., and/or guide parents of English learner, foster youth, and low income students, as well as students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0

Action 3

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

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

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

All	All Schools

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[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
3.3 Organize teacher-parent-student events throughout the year for families and community members to come to the school and become connected with the school community. (Festivals, movie nights, Unity Day/Week, multicultural events, dances, etc.)	3.3 Organize teacher-parent-student events throughout the year for families and community members to come to the school and become connected with the school community. (Festivals, movie nights, Unity Day/Week, multicultural events, dances, etc.)	Organize teacher-parent-student events throughout the year for families and community members to come to the school and become connected with the school community. (Festivals, movie nights, Unity Day/Week, multicultural events, dances, etc.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Budget Reference	Community activities	Cmmunity activities	Community activities

Action 4

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

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

OR

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

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

| English Learners |
| Foster Youth |
| Low Income |

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

| LEA-wide |

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

| All Schools |
| Specific Schools: TK-12 (3 Sites - Elementary, Middle, High) |
| Specific Grade Spans: TK-12 |

Actions/Services

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

| New Action |

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

| Unchanged Action |

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

| Modified Action |

2017-18 Actions/Services

| 3.4 Create parent-needs assessments and survey all parents for suggestions/feedback throughout the year. |

2018-19 Actions/Services

| 3.4 Create parent-needs assessments and survey all parents for suggestions/feedback throughout the year. |

2019-20 Actions/Services

| Create parent-needs assessments and survey all parents for suggestions/feedback throughout the year. Although these assessments and surveys will be used to support all students, CVLCC is particularly interested from parents of English learner students, foster youth students, low income students and students with disabilities. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$10,000	$0
Budget Reference	community activities	Thoughtexchange	Thoughtexchange

Action 5

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

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

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

All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[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
3.5 Update school website on a weekly basis with current information and photos. Include mechanisms for gathering parent and student input on a variety of topics.	3.5 Update school website on a weekly basis with current information and photos. Include mechanisms for gathering parent and student input on a variety of topics.	Update school website on a weekly basis with current information and photos. Include mechanisms for gathering parent and student input on a variety of topics.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	4.5 Community Liaison will update website	4.5 Director will update website	Director will update website

Action 6

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

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	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]	LEA-wide [Add Scope of Services selection here]	All Schools [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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.6 Encourage opportunities for all parents at all levels to be involved by offering regular career exploration opportunities where parents, alumni and community members speak about their careers, including successes/challenges of their job.	3.6 Encourage opportunities for all parents at all levels to be involved by offering regular career exploration opportunities where parents, alumni and community members speak about their careers, including successes/challenges of their job.	Encourage opportunities for all parents at all levels to be involved by offering regular career exploration opportunities where parents, alumni and community members speak about their careers, including successes/challenges of their job. Although this action/service will support all students, there will be a focus on supporting parents of English learner students, foster youth, low income students and students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$1,000	$1,000
Budget Reference	3.6 MicroSociety activities	3.6 MicroSociety activities	MicroSociety activities

Amount	$0		
Budget Reference	3.6 Career Days		

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)

All

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

Specific Schools: CVLCC High School
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
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.7 Provide opportunities/workshops for parents and students to attend college tours together.	3.7 Provide opportunities/workshops for parents and students to attend college tours together.	Provide opportunities/workshops for parents and students to attend college tours together.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$20,000
Budget Reference	3.7 resources for workshops and tours	3.7 resources for workshops and tours	Resources for workshops and tours

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)

All Schools
[Add Location(s) selection here]

OR

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

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

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

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.8 Encourage students to participate in meetings with parents. Offer family content and technology nights at school. Give	3.8 Encourage students to participate in meetings with parents. Offer family content and technology nights at school. Give	Encourage students to participate in meetings with parents. Offer family content and technology nights at school. Give parents practical and fun ideas on how to

| parents practical and fun ideas on how to work with their children at home. | parents practical and fun ideas on how to work with their children at home. | work with their children at home. Although all parents benefit from this action/service, there will be a particular focus placed on English learner students, foster youth students, low income students, and students with disabilities. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,500	$1,500	$1,500
Budget Reference	3.8 materials	3.8 materials	Materials

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)

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

3.9 Train noon duties to assist in promoting harmonious environment for students through positive communication and to be seen as positive adult role models.	3.9 Train noon duties to assist in promoting harmonious environment for students through positive communication and to be seen as positive adult role models.	Train noon duties to assist in promoting harmonious environment for students through positive communication and to be seen as positive adult role models and to reflect restorative practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500	$500	$1,000
Budget Reference	3.9 materials & resources for noon duties	3.9 noon duty training	Noon duty training

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 4

Promote parent engagement by providing parents with robust learning experiences, relevant information, networking opportunities, and resources to cultivate a spirit of community for the advancement of student success

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Expand parent relationships, as well as connections, within the community to strengthen the school community as a whole and provide a strong support system for students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Collection of sign in sheets for parent trainings and networking forums; Parent participation in school activities and workshops. Participation rates based on sign in sheets.		Increasing by 5% each year, Hanover Survey Participation.	Increasing by 5% each year, Hanover Survey Participation.	Increasing by 5% each year, Hanover Survey Participation.

Planned Actions / Services

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

Action 1

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

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

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

All	All Schools

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.1 Provide multiple platforms will be used to communicate with parent groups including social media.	4.1 Implement parent-friendly communication system with technology-enhanced methods to disseminate information to community and train parents how to utilize it (website, PowerSchool, School Events Page, JupiterEd, Twitter, Facebook, Instagram).	Implement parent-friendly communication system with technology-enhanced methods to disseminate information to community and train parents how to utilize it.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$5,000
Budget Reference	Website	Website	Website Annual Fee

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

LEA-wide

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

All Schools

Specific Schools: TK-12 (3 Sites: Elementary, Middle, High)
Specific Grade Spans: TK-12

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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.2 Provide parent liaison position to assist in planning quarterly parent training nights, spearhead parent-networking events and facilitate communication with stakeholders at every level consistent with our programs to promote our mission and to achieve our vision.	4.2 Provide parent liaison position to assist in planning quarterly parent training nights, spearhead parent-networking events and facilitate communication with stakeholders at every level consistent with our programs to promote our mission and to achieve our vision	A new position, Community Outreach and Biliteracy Coordinator, will replace the Parent Liaison position. This position will support the education, but there will be a specific focus on English Learner students and continual improvement of bi-literacy education at CVLCC. A part-time position

| | | to support parents at the three sites will work with the Coordinator to strengthen parent engagement. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$60,000	$60,000	$40,000
Budget Reference	Parent Liaison	Parent Liaison	Community Outreach Support Provider
Amount			$135,000
Budget Reference			Community Outreach and Biliteracy Coordinator,

Action 3

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

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

All

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

All Schools

OR

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

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

[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
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.3 Provide parent workshops provided by teachers, academic coaches and instructional leaders for curriculum-focused areas, study skills, technology training, PowerSchool and data analysis.	4.3 Provide parent workshops provided by teachers, academic coaches and instructional leaders for curriculum-focused areas, study skills, technology training, PowerSchool and data analysis.	Provide parent workshops provided by teachers, academic coaches and instructional leaders for curriculum-focused areas, study skills, technology training, PowerSchool and data analysis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Budget Reference	Materials	Materials	Materials

Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Specific Schools: TK-12 (3 Sites: Elementary, Middle, High)
Specific Grade Spans: TK-12

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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.4 Develop parent symposium based on current teacher practices (specific to grade levels) to generate unity of parents and educators.	4.4 Develop parent symposium based on current teacher practices (specific to grade levels) to generate unity of parents and educators.	Develop parent symposium based on current teacher practices (specific to grade levels) to generate unity of parents and educators. Although these parent symposiums will support the education of all students, there will be a focus on English learner students, foster youth students, low Income students and students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Budget Reference	Venue & Materials	Venue & Materials	Venue & Materials

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.5 Establish an online technology platform with instructional resources and protocols for data analysis will be monitored by instructional leaders to maximize the effectiveness and consistency of data driven decision-making. Teachers and staff will receive professional development in these protocols.	4.5 Establish an online technology platform with instructional resources and protocols for data analysis will be monitored by instructional leaders to maximize the effectiveness and consistency of data driven decision-making. Teachers and staff will receive professional development in these protocols.	Establish an online technology platform with instructional resources and protocols for data analysis will be monitored by instructional leaders to maximize the effectiveness and consistency of data driven decision-making. Teachers and staff will receive professional development in these protocols. Although all students will be analyzed, there will be a particular focus on data related to English learner, foster youth, low income students, and students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	Site Leader Data Analysis	Site Leader Data Analysis	Site Leader Data Analysis

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 5

Develop facilities where learning environments provide multiple services and accommodations, which ties all stakeholders to a greater community that shares common aspirations and promotes critical thinking, creativity, collaboration, and communication.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Strengthen twenty-first century classrooms for students and faculty members.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monthly meeting forums to discuss progress of environments and facilities.	Percentage of parents attending meetings	Percentage of parents attending meetings	Percentage of parents attending meetings	Percentage of parents attending meetings

Planned Actions / Services

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

Action 1

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

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

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

OR

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

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

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

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

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 | Modified Action | Unchanged Action |

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.1 Establish partnerships with Chula Vista Learning Community Charter School programs to provide resources and financial support to learning environments, school activities, local-national-international experiences, subject specific classrooms/ labs and oversee monetary donations.	5.1 REMOVED	5.1 (REMOVED IN 2017-201\8)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0		

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)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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)

Students to be Served	Scope of Services	Location(s)
English Learners		All Schools Specific Schools: TK-12 (3 Sites: Elementary, Middle, High) Specific Grade Spans: TK-12

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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.2 Create learning environments in all classrooms to support the academic or subject experience that utilize Making Learning Visible.	5.2 Create learning environments in all classrooms to support the academic or subject experience that utilize Making Learning Visible.	Create learning environments in all classrooms to support the academic or subject experience that utilize Making Learning Visible. Although all students will be impacted by the use of Making Learning Visible, the pedagogy will be vital in giving English Learner students more opportunities to share and develop critical thinking. This work is supported by our Visual Learning and Thinking Specialists.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000	$50,000	$50,000
Budget Reference	Visual Thinking and Learning Specialist	Visual Thinking and Learning Specialist	Visual Thinking and Learning Specialist

Amount		$5,000
Budget Reference		Training to support visual thinking specialist

Action 3

All	All Schools

OR

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

Actions/Services

New Action	New Action	Unchanged Action
	5.3 Ensure that facilities are improved in order to provide learning environments where student safety is prioritized so that critical thinking, creativity, and collaboration are the focus of the faculty and students.	Ensure that facilities are improved in order to provide learning environments where student safety is prioritized so that critical thinking, creativity, and collaboration are the focus of the faculty and students.

Budgeted Expenditures

Amount	$70,000	$70,000
Budget Reference	Safety & Facilities	Safety & Facilities

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 6

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

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$2,250,781	17.78%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

We have increased services and action items that are specifically developed to support unduplicated pupils. Goal #1 included actions 1-6 and action 7-11. The actions in Goal #1 are focused on hiring highly qualified teachers and developing teachers so that they can support unduplicated students in the classroom with relevant and powerful pedagogical practices. Goal #1 also includes support personnel that will be responsible for training teachers and working with teachers during PLC time. This support will be used to guide teachers on how to best student academic learning and socio-emotional development in all students, but a specific focus will be placed on unduplicated students. Goal #3 also included many actions directed at supporting unduplicated students. Actions 2, 4, 5, and 8 all address the need to support unduplicated students. These actions are primarily concerned with parent/community support and education. CVLCC is committed to communicating and making workshops available so that parents of English Learner students, foster youth students, low-income students, and students with disabilities can work with the school as partners to best support student learning and socio-emotional development. Goal #4 has several actions directed at supporting unduplicated students. Action 2, 4, and 5 all address the need to provide services. In action 4 a new position is created to specifically support English Learner students and the further development of the CVLCC bi-literacy/dual immersion program. Action 5 discusses the creation of parent symposiums to work with community so that parents/guardians are working as partners with the school to best support English Learner students, Foster Youth students, Low-income students, and Students with Disabilities. Goal #5 has one action that is related to supporting unduplicated students. Action #2 is an action that will support all student learning, but we are going to place a specific emphasis on how visible thinking and learning will support academic growth and intellectual development in English Learning students. It is clear that CVLCC is devoting many actions and services to supporting unduplicated students.

LCAP Percentage to Increase or Improve Services:
Summary Supplemental & Concentration Grant

		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1.	LCFF Target Supplemental & Concentration Grant Funding *from Calculator tab*		1,736,136	1,915,780	1,996,344	1,999,189	2,163,755	2,250,781	2,319,274	2,387,023	2,456,098	2,456,098	2,456,098
2.	Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils		301,496	327,485	1,038,672	1,620,198	1,750,352	1,900,230	2,250,781	2,319,274	2,387,023	2,456,098	2,456,098
3.	Difference [1] less [2]		1,434,640	1,588,295	957,672	378,991	413,403	350,551	68,493	67,749	69,075	-	-
4.	Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate		432,690	834,770	537,032	162,839	413,403	350,551	68,493	67,749	69,075	-	-
	GAP funding rate		30.16%	52.56%	56.08%	42.97%	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%	0.00%
5.	Estimated Supplemental and Concentration Grant Funds [2] plus [4] (unless [3]<0 then [1]) *(for LCAP entry)*		734,186	1,162,255	1,575,704	1,783,037	2,163,755	2,250,781	2,319,274	2,387,023	2,456,098	2,456,098	2,456,098
6.	Base Funding *LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation*		8,686,159	10,436,309	11,470,759	11,678,446	12,261,321	12,661,202	13,023,033	13,403,468	13,791,325	13,791,325	13,791,325
	LCFF Phase-In Entitlement		9,420,345	11,598,564	13,046,463	13,461,483	14,425,076	14,911,983	15,342,307	15,790,491	16,247,423	16,247,423	16,247,423
7/8.	Percentage to Increase or Improve Services* [5] / [6] *(for LCAP entry)*		8.45%	11.14%	13.74%	15.27%	17.65%	17.78%	17.81%	17.81%	17.81%	17.81%	17.81%

*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year.
If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5.

SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & PERCENTAGE TO INCREASE OR IMPROVE SERVICES

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Current year estimated supplemental and concentration grant funding in the LCAP year	$ 734,186	$ 1,162,255	$ 1,575,704	$ 1,783,037	$ 2,163,755	$ 2,250,781	$ 2,319,274	$ 2,387,023	$ 2,456,098	$ 2,456,098	$ 2,456,098
Current year Percentage to Increase or Improve Services	8.45%	11.14%	13.74%	15.27%	17.65%	17.78%	17.81%	17.81%	17.81%	17.81%	17.81%

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$2,163,755	17.65%

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).

Qualitative analysis of increase in funds are looked at each year to ensure academic success for all students. According to the data analysis from assessments, rubrics for projects and assessment results of dialogue and collaboration, a majority of Chula Vista Learning Community Charter School students did not meet the desired outcome of 80% for all subject areas but did meet growth expectations and graduation requirements. Quality instruction will remain the main priority of focus. Chula Vista Learning Community Charter will use the increase of funds to purchase technology, hire a director, system coordinator, instructional leaders, and instructional focus specialists to ensure students are academically and socially supported and a parent liaison will work to increase parent participation at each campus.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,999,189	15.27%

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).

Qualitative analysis of increase in funds are looked at each year to ensure academic success for all students. According to the data analysis from assessments, rubrics for projects and assessment results of dialogue and collaboration, a majority of Chula Vista Learning Community Charter School students did not meet the desired outcome of 80% for all subject areas but did meet growth expectations and graduation requirements. Quality instruction will remain the main priority of focus. Chula Vista Learning Community Charter will use the increase of funds to purchase technology, hire coaches, deans and instructional leaders to ensure students are academically and socially supported and to increase parent participation by implementing parent centers at each campus.

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	2,826,200.00	1,925,770.00	2,399,000.00	2,808,200.00	2,529,500.00	7,736,700.00
	2,826,200.00	1,925,770.00	2,399,000.00	2,808,200.00	2,529,500.00	7,736,700.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,826,200.00	1,925,770.00	2,399,000.00	2,808,200.00	2,529,500.00	7,736,700.00
	2,826,200.00	1,925,770.00	2,399,000.00	2,808,200.00	2,529,500.00	7,736,700.00

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

		Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	2,826,200.00	1,925,770.00	2,399,000.00	2,808,200.00	2,529,500.00	7,736,700.00
		2,826,200.00	1,925,770.00	2,399,000.00	2,808,200.00	2,529,500.00	7,736,700.00

* 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
Goal 1	1,112,200.00	805,420.00	899,000.00	1,112,200.00	1,024,000.00	3,035,200.00
Goal 2	1,464,000.00	953,850.00	1,330,000.00	1,446,000.00	1,145,000.00	3,921,000.00
Goal 3	53,000.00	22,000.00	43,000.00	53,000.00	48,500.00	144,500.00
Goal 4	77,000.00	17,000.00	77,000.00	77,000.00	187,000.00	341,000.00
Goal 5	120,000.00	127,500.00	50,000.00	120,000.00	125,000.00	295,000.00

Total Expenditures by Goal

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

	Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	1,185,000.00	258,000.00		1,185,000.00	2,408,500.00
	1,185,000.00	258,000.00		1,185,000.00	2,408,500.00

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	1,185,000.00	258,000.00		1,185,000.00	2,194,500.00
	1,185,000.00	258,000.00		1,185,000.00	2,194,500.00