Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name | Contact Name and Title | Email and Phone
---|---|---
CHAMPS: Charter High School of the Arts | Christopher Bright Executive Director | cbright@champscharter.org

2017-20 Plan Summary

The Story

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

CHAMPS Charter High School for the Arts –Multi-media and Performing (CHAMPS) is a public charter school authorized by the Los Angeles Unified School District, first opened in September 2005. CHAMPS was renewed November 2014 for a third five-year charter term and is fully WASC accredited.

CHAMPS is organized into eight academies that provide students with extended periods and opportunities in a variety of subject areas: Dance, Digital Arts and Design, Drama, Film, Liberal Arts, Music, and Robotics and Written Arts. Each student is a member of a single academy. These arts-infused programs are the cornerstone of our school's mission to educate, guide, and inspire creative and critical thinking through artistic experience.

CHAMPS serves two major ethnicity groups: White (41%) and Hispanic/Latino (40%) Approximately 2 percent of our students are English language learners, 12 percent are students with Special Needs, and approximately 47 percent are from low income families.

LCAP Highlights

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

Students participated in a number of field trips made possible through our partnership with the Wallis Annenberg Foundation and the Music Center. Students competed in and won top awards at the San Diego choir festival, speech and debate tournaments, Model United Nations, VEX robotics tournaments and the Youth American Grand Prix (YAPG) dance competition. Notable mentions include our dance academy students advancing to the National YAPG dance competition in New
York, our choir students being invited to compete at Carnegie Hall in the fall, and two VEX robotics teams advancing to the state level

Review of Performance

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

Greatest Progress

We have invested significant time and resources to understand restorative practices through professional development regarding instructional strategies for doing so.

We are also pleased that the enthusiastic commitment of our teachers for PBL has led to our development of a new Algebra II course, Financial Applications which added tasked based performance that provides for cultural awareness. In the coming year we will build on these achievements by developing data analysis protocols that will assist in capturing data that can be used to identify when a benchmark has been met, and implementing procedures for building on that success.

We completed our second year of our Career Technical Education Incentive Grant, and expanded the scope of the curriculum through the purchase of industry standard still cameras, video cameras, additional software, and other studio production equipment. We have finalized agreements with Los Angeles Valley College, Pierce College, and Mission College for dual enrollment and articulation. As planned last year, CHAMPS has expanded its CTE offering this year. Another teacher earned her CTE credential and revised three of cinemas courses to be hybrid CTE/VPA aligned and each received UC approval.

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

Greatest Needs

Our student performance in math continues to indicate that we are not meeting our goals in this area. After careful analysis, we have concluded that our curriculum has not been fully aligned with the Common Core. We have searched for more appropriate texts and materials, and have identified Great Minds: Engage NY as a good match to the standards and to our student population and will piloting it in 2018-19.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?
Performance Gaps
Our graduation rate for students with special needs is less than other subgroups.

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

Increased or Improved services
Low Income students: Approximately 47 percent of our students are low income and only a small fraction are English learners. Regardless, we will continue to provide programs and interventions to address the issues that these student populations face, including absenteeism and suspension in addition to academic interventions. We have a dedicated EL coordinator who interfaces and assists classroom teachers in implementing EL strategies. We are hiring a full time attendance coordinator to resolve individual issues with attendance, and to explore strategies for systemic improvement in suspension rates. We applied for and were accepted as an Option 3 school for purposes of special education within LAUSD and will be revamping our personnel structure and services with our contractor to ensure we are able to meet the needs of all students with special needs. We will continue to implement the Restorative Justice model and have established a student leader program in which students who are well connected help the administration identify issues percolating across the campus, students who may need additional supports, and to help students on an informal basis.

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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total General Fund Budget Expenditures For LCAP Year</td>
<td>$9,404,250</td>
</tr>
<tr>
<td>Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year</td>
<td>$6,229,999.52</td>
</tr>
</tbody>
</table>

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

Funds not included in the LCAP are used for general administrative costs, facilities rent, personnel benefits, and any other activities not directly related to student services, including those to unduplicated students, to address the eight state priorities, and to meet measurable pupil outcomes identified in the charter.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Projected LCFF Revenues for LCAP Year</td>
<td>$7,267,463</td>
</tr>
</tbody>
</table>
**Annual Update**

**LCAP Year Reviewed: 2017-18**

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

**Goal 1**

Students are taught by highly qualified teachers.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Local Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Basic (Conditions of Learning)</td>
<td></td>
</tr>
</tbody>
</table>

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>17-18</strong> CAASPP: All students who have been enrolled at CHAMPS for at least three years will meet or exceed CCSS as measured by CAASPP.</td>
<td>Available Fall 2018</td>
<td></td>
</tr>
<tr>
<td><strong>17-18</strong> Graduation rate: 95 percent</td>
<td></td>
<td>97.3 percent</td>
</tr>
<tr>
<td><strong>17-18</strong> A-G course completion: 100 percent</td>
<td></td>
<td>65.8 percent</td>
</tr>
<tr>
<td><strong>17-18</strong> AP courses: All students who take AP courses will take the AP exam for each course, and will pass with a score of 3 or better.</td>
<td>Available August 2018</td>
<td>No data available for 2018</td>
</tr>
<tr>
<td><strong>17-18</strong> ELPAC: All EL students will achieve at least one level of fluency annually as measured by ELPAC.</td>
<td></td>
<td>100 percent</td>
</tr>
<tr>
<td><strong>17-18</strong> EL reclassification: All students who have been at CHAMPS for at least three years will be reclassified within 4 years as English language proficient.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employ highly qualified teachers with appropriate EL authorization.</td>
<td>100 percent of permanent teachers are highly qualified.</td>
<td>$3,113,445</td>
<td>Expenditure codes: 1100, 3000</td>
</tr>
<tr>
<td></td>
<td>100 percent of teachers teaching English language learners have appropriate EL authorization and increased effort to address EL is reflected in the shift in funding source below.</td>
<td></td>
<td>$3,889,935</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verify all staff have appropriate credentials and clearances.</td>
<td>Verified that all staff have appropriate credentials and clearances.</td>
<td>$8,283</td>
<td>Expenditure codes: 5890 5890</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$7,533</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement professional development plan that provides regular teacher collaboration time and training to improve and support student achievement and college-readiness, with an emphasis on meeting the individual needs of low income students: · Arts infused education to promote learning and student engagement</td>
<td>Teachers participated in the following PD: · Arts infused education to promote learning and student engagement · BTSA · CLAD/BLCAD · CCSS · RTI · Assessment · Project based learning</td>
<td>$9200</td>
<td>Expenditure Code: 5200 5200 $15,000</td>
</tr>
<tr>
<td>BTSA</td>
<td>Differentiated instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLAD/BLCAD</td>
<td>EL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCSS</td>
<td>College readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RTI</td>
<td>Digital citizenship</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statutorily required training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 permanent teachers are highly qualified and all credentials have been verified. During the LCAP year, however, we experienced a greater than normal need for substitute teachers to cover long term absences, especially among our mathematics staff for family leave. We know that this has an impact on student learning and are exploring ways to increase substitute teachers’ ability to more seamlessly step in to their role, especially those teachers that will be subbing for extended periods of time. However, we were unable to replace our highly qualified permanent teachers with highly qualified substitute teachers in most instances. They were just not available. We hope that our teachers’ needs for extended family leave time will decrease.

With that said, we are pleased that LACOE continues to provide high quality professional development opportunities for staff at low or no cost. This is a huge benefit to our teachers and to our budget.

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

Teacher effectiveness in our math program was compromised, although we do not see this as a systemic issue due to the individual reasons for math staff taking leave. (family leave)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

CHAMPS spent an additional $5800 on professional development to support special education, educational technology and AP training for faculty. Additionally, a number of our staff went to conferences, including the CCSA conference, the National Network of Schools in Partnership, and others.
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.

This goal is the foundation of our school and the original, moved, and new actions are designed to ensure program implementation to address recommendations and close performance gaps.
Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 2

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, ELs, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth) will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in the CHAMPS charter petition.

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 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-18</td>
<td>Same as Goal 1</td>
<td>Same as Goal 1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase and use new CCSS aligned texts.</td>
<td>Purchased.</td>
<td>$6000</td>
<td>Expenditure Code: 4110 4110 $6,100</td>
</tr>
</tbody>
</table>

Action 2
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase and use new CCSS aligned materials.</td>
<td>Purchased.</td>
<td>$ (not included on 2017 LCAP)</td>
<td>Expenditure Code: 4310 4310 $2,500</td>
</tr>
</tbody>
</table>

**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.

Text and materials purchases were made at the beginning of the school year as planned.

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

I need data to answer this.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

We plan to purchase Great Minds: Engage NY for math. We also intend to purchase Pearson’s TELL, a self-delivered online language proficiency assessment that measures reading, writing, listening, and speaking skills of English learners The immediate reporting results from TELL provide teachers and administrators with a complete understanding of their students’ current language proficiency and allows them to measure their progression. This robust reporting also helps inform instructional decisions. In addition to the software, tablets will need to be purchased to support the app. Lastly, the school will purchase the Albert IO interactive assessment software to support academic growth among our AP students.
Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 3
Students will perform at grade level and higher.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 4: Pupil Achievement (Pupil Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>17-18</strong> Same as Goal 1</td>
<td>Same as Goal 1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate an arts curriculum and activities to support it throughout the core curriculum.</td>
<td>Completed and ongoing</td>
<td>$4,000</td>
<td>(duplicate expenditure) Expenditure Code: 5200, 5897 5200, 5897 $4,000</td>
</tr>
</tbody>
</table>

Action 2

<table>
<thead>
<tr>
<th>Action 3</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop math interventions to address achievement gaps among impacted subgroups.</td>
<td>Implemented before and after school math tutoring program.</td>
<td>(duplicate) $5500</td>
<td>Expenditure Code: 5860 Cost of EADMS 5860 $4,900</td>
<td></td>
</tr>
</tbody>
</table>

**Action 4**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Use internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention will help drive individual student achievement. | Used the following internal benchmark assessments:  
· EADMS  
· Teacher Generated/created assessments administered through EADMS  
· Math questions purchased through EADMS  
· PSAT  
Used the following data for instructional planning:  
· technology-based assessments  
· EADMS | $15,000 | Expenditure Code: 5860 5860 $15,000 |

**Action 5**
Provide 1 FTE technology position to continue to customize new student information system and assessment management software to support data-driven instruction and differentiated instructional strategies.

- Contracted for 1 FTE technology consultant.
- Customized student information system and assessment management software.
- Onsite teacher tech liaison

**Action 6**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase teacher/staff computers.</td>
<td>Purchased 8 desktop computers and 2 laptops.</td>
<td>$124,310</td>
<td>Expenditure Code: 4400 4400 $10,000</td>
</tr>
</tbody>
</table>

**Action 7**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide EL students via differentiated instruction and appropriate interventions and support technology-based and differentiated instruction, intervention support, SDAIE strategies, enrichment and progress monitoring.</td>
<td>Provided all EL students (15 students) with additional support in gaining academic content knowledge and in direct ELD instruction daily.</td>
<td>$35000</td>
<td>Expenditure Code: 1175 1175 $24,000</td>
</tr>
</tbody>
</table>

**Action 8**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase replacement curriculum for University of California A-G course offerings.</td>
<td>Purchased.</td>
<td>$6000</td>
<td>Expenditure Code: 5850 5850 $6000</td>
</tr>
</tbody>
</table>
### Action 10

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host parent workshops regarding A-G course offerings.</td>
<td>Conducted as planned.</td>
<td>$500</td>
<td>Expenditure Code:4390 4390 $500</td>
</tr>
</tbody>
</table>

### 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.

| Fully implemented. |

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

Although we do not have statewide assessment results, internal assessments and benchmark data show that students are making academic gains as a result of multiple interventions described in the LCAP activities, especially in the area of math across all subgroups.

| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. |
| Action 6 contains a material difference in expenditure due to aligning purchases with respect to the overall budget and enrollment. ELD services costs were higher than expected due to additional students needing intervention. |

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

| None |
Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 4

Students are actively engaged at school.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 5: Pupil Engagement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-18 Attendance: CHAMPS attendance rate will be at least 95 percent.</td>
<td>Attendance: 95.2 percent</td>
</tr>
<tr>
<td>17-18 Chronic absenteeism: CHAMPS chronic absenteeism rate will decrease over previous year.</td>
<td>Chronic Absenteeism: decreased by 5% percent</td>
</tr>
<tr>
<td>17-18 Drop out rate: CHAMPS drop out rate will be less than that of its comparison schools.</td>
<td>Drop out rate: &lt;1 percent, which is less than comparison schools.</td>
</tr>
<tr>
<td>17-18 Suspension: CHAMPS will maintain a suspension rate of less than two percent.</td>
<td>Suspension rate: 1.5 percent. (Improvements and deficiencies do not appear to be trending in either direction for any subgroup, although English learners currently are the highest subgroup with a swing of 0 percent last spring to 6.3 percent in the Fall 2017.)</td>
</tr>
<tr>
<td>17-18 Expulsion: CHAMPS will maintain an expulsion rate of less than one percent.</td>
<td>0 percent</td>
</tr>
</tbody>
</table>
**Actions / Services**
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### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Offer the following student clubs/organizations:  
  · Studiantes de Esperanza  
  · Jewish Student Union  
  · Black Student Union  
  · Armenian Student Union  
  · Gender and Sexual Diversity Armenian Club  
  · Gender and Sexual Diversity Club  
  · Jewish Student Body  
  · Black Student Union  
  · Gamers Club  
  · Student Council  
  · Latino Club  
  · Mathletes  
  · Key Club (Kiwanis)  
  · California Scholastic Federation  
  · National Honor Society  
  · Dungeons and Dragons Club  
  · Alien Club  
  · Oragami Club  
  · Film Club  
  · Cooking Club | Offered as planned. | $0 | $0 |

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate the following policies via website, orientations, home/school written</td>
<td>Implemented as planned.</td>
<td>$4,800</td>
<td>Expenditure Code: 5850 5850  $4,800</td>
</tr>
</tbody>
</table>
communication, back to school night, student handbook.
- Discipline
- Attendance
- Suspension and Expulsion
- Homework

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire facilities manager to inspect, maintain, and make repairs to facility.</td>
<td>Facilities manager position maintained to supervise/conduct all activities.</td>
<td>$84,444</td>
<td>$77,978.52</td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold parent workshops and provide resources and materials for socio-emotional education, parent and staff training.</td>
<td>Conducted two workshops. Provided brochures and referral information via website.</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit parents to the Board of Directors and the School Site Council.</td>
<td>Four parents serve on the board, and three serve on the School Site Council.</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

### Action 6
### Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Inform parents of school meetings and events through multiple modes of communication including:  
  - Weekly robo calls (One Call Now)  
  - Website (Edlio)  
  - Q parent portal  
  - Email  
  - Newsletters  
  - Handbook  
  - Annual calendar of meetings and events | Implemented as planned.                | $18,000               | Expenditure Code: 5900 5900: Communications $18,000 |

### Action 8

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain attendance officer to address attendance issues through prevention activities and monitoring. Implement CHAMPS attendance policy and convene family support team to address chronic absenteeism.</td>
<td>Position, services and policies were maintained.</td>
<td>$79,315</td>
<td>Expenditure Code:1200, 2400 1200, 2400 $87,751</td>
</tr>
</tbody>
</table>

### Action 9

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement digital citizenship curriculum.</td>
<td>Implemented as an Intro to Computers class in coordination with Microsoft TEALS</td>
<td>$10000</td>
<td>Expenditure Code: 5850 5850 $15,000</td>
</tr>
</tbody>
</table>
Implement Restorative Justice model, including professional development.

Implemented as planned. PD was held at the beginning of the school year.

$3000

$3,000

Action 10

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update the CHAMPS website with information and resources on bullying, and provide workshops educating parents and students on the definition of bullying and strategies for preventing and intervening.</td>
<td>Website was updated on a continuous basis with new/expanded information.</td>
<td>TBD</td>
<td>$0</td>
</tr>
</tbody>
</table>

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.

Fully implemented

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

While our overall suspension rate is low, suspension rates increased for our Latino population. We believe this is caused by increased drug use, and are exploring programs to decrease drug use among our students. Our attendance rate is lower among Latinos as well.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 8: Increased costs of implementing Digital Citizenship are attributed to replacing older technologies, purchasing new technology, and supporting staff who are pursuing educational technology strategies in the classroom.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We have hired one FTE Attendance coordinator to respond quickly to individualized attendance issues, and to explore systemic solutions for chronic absenteeism. We are implementing Restorative Justice to address suspension issues schoolwide and especially among our Latino/Hispanic population. We will continue to implement the School Ambassador program whereby peers are involved in the reporting and de-escalation of conflict on campus.
Annual Update

LCAP Year Reviewed: 2017-18

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

### Goal 5

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
</tr>
</tbody>
</table>

#### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>

#### 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: 2018-19

Involvement Process for LCAP and Annual Update

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

CHAMPS Charter High School of the Arts – Multimedia and Performing meaningfully engages stakeholders, including those representing relevant subgroups, in the LCAP and budgeting process via surveys, School Site council meetings, staff meetings and WASC focus groups.

School Site Council meetings (open to all parents) were held monthly to inform parents and community members about the school's efforts to achieve its LCAP goals and to obtain feedback on the impact of those efforts and suggestions for improvements to address currently identified needs and to identify emerging needs. Three separate stakeholder surveys were distributed via email and the school newsletter. Email notices and an "all call" phone message reminded students and parents to complete the survey.

In late Spring, a draft LCAP was provided to the School Site Council for review and comment, and the final LCAP was approved at the June 2018 board meeting.

Impact on LCAP and Annual Update

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

As a result of these meetings, and based on our strategic planning we are:
· Adding a performing arts annex to our campus in the coming year. It will house two music classroom, instrument storage space, a roof top outdoor performing arts space and a lunch area.
· Adding a full time attendance coordinator
· Implementing Restorative Justice
· Adding an Intervention Coordinator
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| New Goal |

Goal 1
Students make satisfactory annual progress toward high school graduation while exploring music, fine arts, technology and robotics special interests.

State and/or Local Priorities addressed by this goal:

State Priorities:  
- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:  
- music, multi-media, arts, technology, robotics exposure.

Identified Need:  
To maintain high student performance results through targeted actions and services aligned to state standards and the CHAMPS educational model and student needs.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| · 58 percent met or exceeded ELA  
· 17 percent met or exceeded Math | Available Fall 2018 | All students who have been enrolled at CHAMPS for at least three years will be at or above proficiency as measured by CAASPP. | Not applicable for charter schools submitting one year budget |
| Graduation rate    | 91.2 percent | 95 percent | 96 percent | Not applicable for charter schools |
### 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)

<table>
<thead>
<tr>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Scope of Services selection here]</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
</tr>
</tbody>
</table>

### Scope of Services:
Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services
Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### 2017-18 Actions/Services
Employ highly qualified teachers with appropriate EL authorization.

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$2,516,897</td>
<td>$3,889,445</td>
<td>Not applicable for charter schools submitting one year budget</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Not applicable for charter schools submitting one year budget</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1100, 3000</td>
<td>1100, 3000</td>
<td>Budget Reference 1100, 3000</td>
</tr>
</tbody>
</table>

### 2018-19 Actions/Services
Employ highly qualified teachers with appropriate EL authorization.

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$347,691</td>
<td>$347,691</td>
<td>Not applicable for charter schools submitting one year budget</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Not applicable for charter schools submitting one year budget</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1100, 3000</td>
<td>1100, 3000</td>
<td>Budget Reference 1100, 3000</td>
</tr>
<tr>
<td>Amount</td>
<td>$197,733</td>
<td>$197,733</td>
<td>Not applicable for charter schools submitting one year budget</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>----------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Source</td>
<td>Special Education</td>
<td>Special Education</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1100, 3000</td>
<td>1100, 3000</td>
<td></td>
</tr>
</tbody>
</table>

Action 2

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

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

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- 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
  - Unchanged Action
  - 2017-18 Actions/Services
  - Verify all staff have appropriate credentials and clearances.

- Select from New, Modified, or Unchanged for 2018-19
  - Unchanged Action
  - 2018-19 Actions/Services
  - Verify all staff have appropriate credentials and clearances.

- Select from New, Modified, or Unchanged for 2019-20
  - 2019-20 Actions/Services
  - [Describe the 2019-20 action/service here]
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$8,283</td>
<td>$7,533</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5890, 2400, 3000</td>
<td>5890</td>
<td>Not applicable for charter schools submitting one year budget</td>
</tr>
</tbody>
</table>

### 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

**2017-18 Actions/Services**

- Implement professional development plan that provides regular teacher collaboration time and training to improve and support student achievement and college-readiness, with an emphasis on meeting the individual needs of low income students:

**2018-19 Actions/Services**

- Provide PD on:
  - Arts infused education to promote learning and student engagement
  - CLAD/BLCAD
  - CCSS
  - RTI
  - Project based learning

**2019-20 Actions/Services**

- Not applicable for charter schools submitting one year budget
- Arts infused education to promote learning and student engagement
- BTSA
- CLAD/BLCAD
- CCSS
- RTI
- Assessment
- Project based learning
- Differentiated instruction
- EL
- College readiness
- Digital citizenship
- Statutorily required training

- Differentiated instruction
- EL
- College readiness
- Digital citizenship

Increase PD focus to include:
- Restorative Justice
- Great Minds: Engage NY Math
- Increase student preparation for arts focused college admission

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$9,200</td>
<td>$15,000</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5200, 5850</td>
<td>5200</td>
<td>Not applicable for charter schools submitting one year budget</td>
</tr>
</tbody>
</table>

### Action 4

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

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

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

**OR**

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

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

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

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase and use new CCSS aligned texts.</td>
<td>Replenish/purchase new CCSS aligned texts and materials, and online resources so that students have access to a full cadre of CCSS aligned instructional resources.</td>
<td>Not applicable for charter schools submitting one year budget</td>
</tr>
</tbody>
</table>

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$6,000</td>
<td>Supplemental</td>
<td>4110, 4210, 4310</td>
</tr>
<tr>
<td>2018-19</td>
<td>$6,100</td>
<td>Supplemental</td>
<td>4110, 4210, 4310</td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
<td>Not applicable for charter schools submitting one-year budget</td>
</tr>
</tbody>
</table>

## Action 5

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

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

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

**OR**

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

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

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

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

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

- **Unchanged Action**

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

- **Unchanged Action**

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

### 2017-18 Actions/Services

- Purchase replacement curriculum for University of California A-G course offerings.

### 2018-19 Actions/Services

- Purchase replacement curriculum for University of California A-G course offerings.

### 2019-20 Actions/Services

- Not applicable for charter schools submitting one year budget

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$6000</td>
<td>$6000</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4310</td>
<td>4310</td>
<td></td>
</tr>
</tbody>
</table>

### 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

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

- All Schools

OR

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

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

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

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
### Action 7

**Students with Disabilities**

**All Schools**

**OR**

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

#### Actions/Services

Implement Option 3 for SPED.

N/A

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$10,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4400</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 8

| Amount | $240,000 |
| Source | Base     |
| Budget Reference | 5820, 1100, 5851, 4400 (duplicate expenditure) |

N/A
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)
- Students with Disabilities

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

**OR**

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

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

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

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

**Actions/Services**
- Select from New, Modified, or Unchanged for 2017-18
- Select from New, Modified, or Unchanged for 2018-19
- Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**
- N/A

**2018-19 Actions/Services**
- Integrate contracted SPED services with Option 3 status in LAUSD.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td>$215,000</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td>Base</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5851</td>
<td>(duplicate expenditures)</td>
<td></td>
</tr>
</tbody>
</table>

**Action 9**

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

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

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

[Add Students to be Served selection here]

[Add Location(s) selection here]
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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

**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

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

Provide EL students with continued additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction daily.

**2019-20 Actions/Services**

Not applicable for charter schools submitting one year budget

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td>$24,000</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1175</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 10**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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

**Actions/Services**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Action</td>
<td>Support re-designated ELs via a multi-tiered system including support for struggling readers.</td>
<td>Not applicable for charter schools submitting one year budget</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$300,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1110</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 11**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

#### Actions/Services

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

Unchanged Action

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

Modified Action

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


<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate an arts curriculum and activities throughout the core curriculum that promotes cultural awareness.</td>
<td>Integrate cultural awareness throughout the core curriculum.</td>
<td>Not applicable for charter schools submitting one year budget</td>
</tr>
</tbody>
</table>

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$4000</td>
<td>$4000</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5200, 5300 (duplicate expenditure)</td>
<td>5200, 5300 (duplicate expenditure)</td>
<td></td>
</tr>
</tbody>
</table>

#### Action 12

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)
### 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

### 2017-18 Actions/Services

Continue to implement math interventions developed in previous year to address achievement gaps among impacted subgroups and add the following interventions:

- Math tutorial support program – before and after school
- New Algebra II with Financial Applications course which provides task performance opportunities that encourage the development of cultural awareness.

### 2018-19 Actions/Services

Continue to implement all math interventions of previous year as described.

### 2019-20 Actions/Services

Not applicable for charter schools submitting one year budget

---

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5850</td>
<td>5850 (duplicate expenditure)</td>
<td></td>
</tr>
</tbody>
</table>

### Action 13

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)
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)

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)

---

### Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Administer PSAT and use results to measure students' college-readiness and provide appropriate supports.

---

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

Unchanged Action

2018-19 Actions/Services

Administer PSAT and use results to measure students' college-readiness and provide appropriate supports.

---

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

Not applicable for charter schools submitting one year budget

2019-20 Actions/Services

---

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$5000</td>
<td>$5000</td>
<td></td>
</tr>
<tr>
<td>Source</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>4310 (duplicate expenditure)</td>
<td>4310 (duplicate expenditure)</td>
<td></td>
</tr>
</tbody>
</table>

---

**Action 14**

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

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

[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**

**Unchanged Action**

**2017-18 Actions/Services**

Use internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention will help drive individual student achievement.

**2018-19 Actions/Services**

Use internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention will help drive individual student achievement.

**2019-20 Actions/Services**

Not applicable for charter schools submitting one year budget

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$15,000</td>
<td>Supplemental</td>
<td>1175, 3000, 4310, 5850</td>
</tr>
<tr>
<td>2018-19</td>
<td>$15,000</td>
<td>Supplemental</td>
<td>5850</td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 15

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)

<table>
<thead>
<tr>
<th>All</th>
</tr>
</thead>
</table>

**Location(s):**

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

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

#### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

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

- Unchanged Action

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

- Not applicable for charter schools submitting one year budget

#### 2017-18 Actions/Services
 Continue to customize new student information system and assessment management software to support data-driven instruction and differentiated instructional strategies.

#### 2018-19 Actions/Services
 Use SIS and assessment management software to support data driven instruction and development of differentiated instructional strategies.

#### 2019-20 Actions/Services

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
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<tbody>
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<td>Amount</td>
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<td>Source</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>1175, 3000, 5850</td>
<td>5850</td>
<td></td>
</tr>
</tbody>
</table>

#### Action 16
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)

- Students with Disabilities

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

- All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Actions/Services
Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services
Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselors, Speech Pathologist, Intervention Coordinator) who will implement data-driven coaching for classroom teachers to address student needs and provide additional support, and who will provide intervention services including counseling/psycho-social support, after-school tutoring and enrichments.

2018-19 Actions/Services
Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselors, Speech Pathologist, Intervention Coordinator) who will implement data-driven coaching for classroom teachers to address student needs and provide additional support, and who will provide intervention services including counseling/psycho-social support, after-school tutoring and enrichments.

2019-20 Actions/Services
Not applicable for charter schools submitting one year budget

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$707,892</td>
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<tr>
<td>Source</td>
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<tr>
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<td>1110, 1200 Supplemental Title I Special Education IDEA AB602 (duplicative costs)</td>
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</tr>
<tr>
<td>Amount</td>
<td>$22,602</td>
<td>$22,602</td>
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<td>---------</td>
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<tr>
<td>Source</td>
<td>Title I</td>
<td>Title I</td>
<td>Title I</td>
</tr>
<tr>
<td>Budget</td>
<td>1110, 1200, 1300, 3000, 5851</td>
<td>1110, 1200, 1300, 3000, 5851</td>
<td>1110, 1200, 1300, 3000, 5851</td>
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<tr>
<td>Budget</td>
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<td>AB602 (duplicated expenses)</td>
<td>AB602 (duplicated expenses)</td>
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<td>Budget</td>
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<td></td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 17**

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)

- Students with Disabilities  
  [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  
  [Add Students to be Served selection here]

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

- 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
### 2017-18 Actions/Services

Provide EL students via differentiated instruction and appropriate interventions and support technology-based and differentiated instruction, intervention support, SDAIE strategies, enrichment and progress monitoring.

### 2018-19 Actions/Services

Provide EL students via differentiated instruction and appropriate interventions and support technology-based and differentiated instruction, intervention support, SDAIE strategies, enrichment and progress monitoring.

### 2019-20 Actions/Services

Not applicable for charter schools submitting one year budget

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<tr>
<td>Source</td>
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<td></td>
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<tr>
<td>Budget Reference</td>
<td>2100 (duplicative costs)</td>
<td>1200 (duplicative costs)</td>
<td></td>
</tr>
</tbody>
</table>

### Action 18

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
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$500</td>
<td>$500</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4390</td>
<td>4390</td>
<td></td>
</tr>
</tbody>
</table>
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 2

Students will graduate from high school with knowledge and skill in at least one industry sector.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 4: Pupil Achievement (Pupil Outcomes) |
| Local Priorities: | Priority 8: Other Pupil Outcomes (Pupil Outcomes) |

Identified Need:

To link student learning to future success.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attainment of industry-recognized credential, certificate, license, or other measure of technical skill attainment percent</td>
<td>Not applicable for charter schools submitting one year budget</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTE pathway completion percent</td>
<td>Post secondary education/state apprenticeship/job training acceptance rate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>or industry sector of career pathway employment rate 90 percent</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Planned Actions / Services

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

#### Action 1

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

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

All

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

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**

New Action

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

Implement three Pathways in the Arts, Media, and Entertainment Industry Sector.
- 1. Design, Visual, and Media Arts Pathway: Concentration Course: Digital Media Arts 1, Capstone Course: Digital

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

Not applicable for charter schools submitting one year budget
2. Production and Managerial Arts Pathway: Concentration Course: Digital Cinema 1, Capstone Course: Advanced Digital Cinema, and Non-Perkins Funded a-g course Film Studies for Film Makers.

3. Performing Arts Pathway: Intro Course: Vocal and Piano Tech 1, Percussion A, Concentration Courses: Keyboard/ Music Theory 2, Intermediate Jazz Band, Creative Ensemble (Ins.) Level 1-2, Capstone Courses: Creative Ensemble (Ins.) LV 3-4, Advanced Jazz Band, Advanced Percussion

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$68,233</td>
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<tr>
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<tr>
<td>Budget Reference</td>
<td>4110, 4210, 4310, 4350, 4390</td>
<td></td>
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</tbody>
</table>

### Action 2

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

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

- All

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

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

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

[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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate relevant career research and discussion into every unit of study.</td>
<td>Integrate relevant career research and discussion into every unit of study.</td>
<td>Not applicable for charter schools submitting one year budget</td>
</tr>
</tbody>
</table>

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
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</tr>
<tr>
<td>2018-19</td>
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</tr>
<tr>
<td>2019-20</td>
<td></td>
</tr>
</tbody>
</table>

Action 3

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

All

All Schools

OR

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

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

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

Actions/Services
### 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)  

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4390</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
<td></td>
</tr>
</tbody>
</table>

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]

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>Source</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>4390</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Finalize and implement CTE program articulation agreements with local colleges.

- 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

### Students to be Served:

- [Add Students to be Served selection here]

### Scope of Services:

- [Add Scope of Services selection here]

### Location(s):

- [Add Location(s) selection here]
### 2017-18 Actions/Services
Maintain career and creative advisory committee participation, presentations to students, film festival presentations, inservice opportunities.

### 2018-19 Actions/Services
Maintain career and creative advisory committee participation, presentations to students, film festival presentations, inservice opportunities.

### 2019-20 Actions/Services
Not applicable for charter schools submitting one year budget.

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>5897</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 5
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

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

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

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

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services
Create opportunities for students to photograph and edit sports and performance event photos and video for our school website, social media accounts, and Yearbook; design school-wide signage and performance and announcement posters; provide digital art for display at the city-wide Annual Art Walk; participate in film festivals; and develop reels for college and career use.

Create opportunities for students to photograph and edit sports and performance event photos and video for our school website, social media accounts, and Yearbook; design school-wide signage and performance and announcement posters; provide digital art for display at the city-wide Annual Art Walk; participate in film festivals; and develop reels for college and career use.

Not applicable for charter schools submitting one year budget

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
</tr>
</tbody>
</table>

**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 |

**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] |
Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

Use industry standard software, technology, and practices so that student skills are applicable to entry level industry internships and jobs, and as favorable reviews on their college portfolios.

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

2018-19 Actions/Services

Use industry standard software, technology, and practices so that student skills are applicable to entry level industry internships and jobs, and as favorable reviews on their college portfolios.

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

2019-20 Actions/Services

Not applicable for charter schools submitting one year budget

---

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Source</td>
<td>Base</td>
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<tr>
<td>Budget Reference</td>
<td>4400</td>
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</table>

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)

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]
<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Action</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

Conduct capstone Course: Digital Media Arts 2 Advanced to prepare students to take the Adobe Associate Certification in Visual Design exam.

**2018-19 Actions/Services**

Conduct capstone Course: Digital Media Arts 2 Advanced to prepare students to take the Adobe Associate Certification in Visual Design exam.

**2019-20 Actions/Services**

Not applicable for charter schools submitting one year budget

---

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>Budget Reference</td>
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</table>

**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

**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]
### Select from New, Modified, or Unchanged for 2017-18

**New Action**

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

#### Showcase Student Work at the SAG/AFTRA Theatre and Submit for Industry Standard Professional IMDb Credit

- **2017-18 Actions/Services**
  - Not applicable for charter schools submitting one year budget
- **2018-19 Actions/Services**
  - Not applicable for charter schools submitting one year budget
- **2019-20 Actions/Services**
  - Not applicable for charter schools submitting one year budget

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$5,000</td>
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<td></td>
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<tr>
<td><strong>Source</strong></td>
<td>Base</td>
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</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>5897</td>
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<td></td>
</tr>
</tbody>
</table>

### 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

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

New Action

2017-18 Actions/Services
Showcases student created media through Instagram, YouTube, and Facebook.

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

2018-19 Actions/Services
Showcases student created media through Instagram, YouTube, and Facebook.

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

2019-20 Actions/Services
Not applicable for charter schools submitting one year budget

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
<tbody>
<tr>
<td>Amount</td>
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<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5897</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 3
Students are actively engaged at school.

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:
To provide a school environment that supports student learning.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Rate</td>
<td>95.5 percent</td>
<td>95 percent</td>
<td>95 percent</td>
<td>Not applicable for charter schools submitting one year budget</td>
</tr>
<tr>
<td>School Dashboard: Chronic Absenteeism</td>
<td>TBD</td>
<td>Green</td>
<td>Green</td>
<td>Not applicable for charter schools submitting one year budget</td>
</tr>
<tr>
<td>High School Drop Out Rate</td>
<td>&lt;1 percent</td>
<td>Less than comparison schools</td>
<td>Not applicable for charter schools</td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------</td>
<td>------------------</td>
<td>------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>School Dashboard: Suspension</td>
<td>Green</td>
<td>Orange</td>
<td>Green</td>
<td>Not applicable for charter schools submitting one year budget</td>
</tr>
<tr>
<td>Expulsion Rate</td>
<td>0 percent</td>
<td>Less than 1 percent</td>
<td>Less than 1 percent</td>
<td>Not applicable for charter schools submitting one year budget</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**

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

- **Students to be Served:**
  (Select from All, Students with Disabilities, or Specific Student Groups)
  
  - [Add Students to be Served selection here]

- **Location(s):**
  (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
  
  - [Add Location(s) selection here]

  OR

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

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

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

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

**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
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

### Action 2

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

Offer the following student clubs/organizations:

- Studiantes de Esperanza
- Jewish Student Union
- Black Student Union
- Armenian Student Union
- Gender and Sexual Diversity Armenian Club
- Gender and Sexual Diversity Club
- Jewish Student Body
- Black Student Union
- Gamers Club
- Student Council
- Latino Club
- Mathletes
- Key Club (Kiwanis)
- California Scholastic Federation
- National Honor Society
- Dungeons and Dragons Club
- Alien Club
- Oragami Club
- Film Club
- Cooking Club

Not applicable for charter schools submitting one year budget
### 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
- Unchanged Action

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

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

#### 2017-18 Actions/Services
Communicate the following policies via website, orientations, home/school written communication, back to school night, student handbook.
- Discipline
- Attendance
- Suspension and Expulsion
- Homework

#### 2018-19 Actions/Services
Communicate the following policies via website, orientations, home/school written communication, back to school night, student handbook.
- Discipline
- Attendance
- Suspension and Expulsion
- Homework

#### 2019-20 Actions/Services
Not applicable for charter schools submitting one year budget

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Budget Reference</td>
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### Action 3

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
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</table>

**OR**

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

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

### 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

Employ facilities manager to inspect, maintain, and ensure campus is safe, secure, clean, and in good repair.

### 2018-19 Actions/Services

Employ facilities manager to inspect, maintain, and ensure campus is safe, secure, clean, and in good repair.

### 2019-20 Actions/Services

Not applicable for charter schools submitting one year budget

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$84,444</td>
<td>$77,978.52</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>2300, 3000, 5500</td>
<td>2300</td>
<td></td>
</tr>
</tbody>
</table>

### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

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

| All Schools |

---

**OR**

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

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

### 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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Build out performing arts complex.</td>
<td>Not applicable for charter schools submitting one year budget</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$84,444</td>
<td>$200,000</td>
<td></td>
</tr>
<tr>
<td>Source</td>
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<td>Base</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>2300, 3000, 5500</td>
<td>5500</td>
<td></td>
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</tbody>
</table>

### Action 5
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</th>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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

[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

- 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

- Hold parent workshops and provide resources and materials for socio-emotional education, parent and staff training.
  - Q Portal
  - Bullying and resources
  - Digital citizenship

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>Source</td>
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<td>Base</td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td>4390</td>
<td></td>
</tr>
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</table>

### Action 6

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
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<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>Students to be Served:</td>
<td>Scope of Services:</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

Unchanged Action

**2017-18 Actions/Services**

Recruit parents to the Board of Directors and the School Site Council.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 7</td>
<td>$0</td>
<td>$0</td>
<td></td>
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</tbody>
</table>

**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)

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>
| · Inform parents of school meetings and events through multiple modes of communication including:  
  · Weekly robo calls (One Call Now)  
  · Website (Edlio)  
  · Q parent portal  
  · Email  
  · Newsletters  
  · Handbook  
  · Annual calendar of meetings and events | · Inform parents of school meetings and events through multiple modes of communication including:  
  · Weekly robo calls (One Call Now)  
  · Website (Edlio)  
  · Q parent portal  
  · Email  
  · Newsletters  
  · Handbook  
  · Annual calendar of meetings and events | Not applicable for charter schools submitting one year budget |

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
<tbody>
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<tr>
<td>Budget Reference</td>
<td>4390, 5850, 5900</td>
<td>5900: Communications</td>
<td></td>
</tr>
</tbody>
</table>

### 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

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

- All Schools
**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

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

### Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students to be Served:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Location(s):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students to be Served:</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Location(s):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2017-18 Actions/Services

Maintain attendance officer position to address attendance issues through prevention activities and monitoring. Implement CHAMPS attendance policy and convene family support team to address chronic absenteeism.

#### 2018-19 Actions/Services

Redesign position of attendance coordinator to address attendance issues individually and to design effective systemic solutions. Include development of systems to address drugs and vaping which have been identified as significant additional causes of attendance issues.

#### 2019-20 Actions/Services

Not applicable for charter schools submitting one year budget

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students to be Served:</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Location(s):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students to be Served:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Location(s):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budgeted Expenditures</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>$79,315</td>
<td>$87,751</td>
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<tr>
<td><strong>Source</strong></td>
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<td>Base</td>
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</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>2400, 3000</td>
<td>1200, 2400</td>
<td></td>
</tr>
</tbody>
</table>

### Action 9

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

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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

[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

- Unchanged Action

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

- Unchanged Action

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

- 2017-18 Actions/Services
  - Update the CHAMPS website with information and resources on bullying, and provide workshops educating parents and students on the definition of bullying and strategies for preventing and intervening.

- 2018-19 Actions/Services
  - Update the CHAMPS website with information and resources on bullying, and provide workshops educating parents and students on the definition of bullying and strategies for preventing and intervening.

- 2019-20 Actions/Services
  - Not applicable for charter schools submitting one year budget

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<tr>
<td>Source</td>
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<tr>
<td>Reference</td>
<td>4390, 5850, 5900</td>
<td>5900: Communications</td>
<td></td>
</tr>
</tbody>
</table>

**Action 10**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

- All

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

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

[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

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

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
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<th>2019-20</th>
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<tbody>
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<td>Base</td>
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<td>Budget</td>
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<td>5897</td>
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<tr>
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</table>

**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

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

All Schools

**OR**

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

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

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

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

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

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

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

#### 2017-18 Actions/Services

N/A

#### 2018-19 Actions/Services

Administer Youth Truth survey to parents, faculty and students.

#### 2019-20 Actions/Services

Not applicable for charter schools submitting one year budget

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<tr>
<td>Budget</td>
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<td>4390</td>
<td></td>
</tr>
<tr>
<td>Reference</td>
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<td></td>
<td></td>
</tr>
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</table>

### Action 12

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)

<table>
<thead>
<tr>
<th>All</th>
<th>All Schools</th>
</tr>
</thead>
</table>

**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

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]
<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>
| N/A                      | · Provide 5 Family Support Team to identify and assist all struggling students  
|                          | · Provide 2 FTE counselors to assist students in fulfilling their graduation requirements, as well as tailor each student's schedule of classes to reflect their individual passions, college and career goals. This begins at 9th grade and continues until graduation.  
|                          | · Provide 2 FTE college and career counselors to meet with 11th and 12th grade students to ensure specific, personally tailored college guidance and assistance. Each year, we have over 20 college reps from every type of college visit our campus, to do presentations and answer questions. As a result, over 90% of our graduates attend a college or university, while others pursue artistic career opportunities.  
|                          | · Encourage and assist student involvement in school activities such as Event Photography, Student Council, Yearbook, Photography club, Fashion Design club, etc.  
|                          | Not applicable for charter schools submitting one year budget |

**Budgeted Expenditures**
Action 13

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)

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>1200</td>
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</tr>
<tr>
<td>Reference</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>All</td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
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<tbody>
<tr>
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</table>

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

<table>
<thead>
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<th>Year</th>
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<th>2018-19</th>
<th>2019-20</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>All Schools</td>
<td></td>
</tr>
</tbody>
</table>

Actions/Services

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>New Action</td>
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</tr>
</tbody>
</table>

2017-18 Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td>Design college counseling conservancy model to earn BFA.</td>
<td>Not applicable for charter schools submitting one year budget</td>
</tr>
</tbody>
</table>

Budgeted Expenditures
### Action 14

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

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

- All

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

- All Schools

**OR**

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

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

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

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

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

- New Action

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

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

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td></td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td></td>
<td>Base</td>
<td></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>4310</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Amount</td>
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<td>$4,000</td>
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</tr>
<tr>
<td>Source</td>
<td></td>
<td>Base</td>
<td></td>
</tr>
<tr>
<td>Budget</td>
<td></td>
<td>5200, 5300</td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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)

<table>
<thead>
<tr>
<th>New Goal</th>
</tr>
</thead>
</table>

**Goal 4**

**State and/or Local Priorities addressed by this goal:**

| State Priorities: |
| Local Priorities: |

**Identified Need:**

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

**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**
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| New Goal |

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$651,777</td>
<td>9.85%</td>
</tr>
</tbody>
</table>

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).

Increases and improvements for unduplicated count students include:
Goal 1 Action 9: $24,000 to provide ELD
Goal 1 Action 10: Dedicated instruction for struggling ELs in reading (a portion of $3.8 million in teacher salary and benefits)
Goal 1 Action 12: $5,500 for math intervention for ELs
Goal 1 Action 14: $15,000 targeted interventions for struggling students based on internal assessments

Increases and improvements on a school wide basis to support unduplicated count students include:
Goal 1 Action 1: $3.889 million for teacher salaries and benefits for certificated, highly qualified teachers to teach all students including EL.
Goal 1 Action 3: $15,000 for professional development in ELD, cultural awareness
Goal 1 Action 4: $6,100 for standards based instructional materials that are culturally aware, and promote differentiated instruction
Goal 1 Action 11: $4,000 for school wide student programs to increase cultural awareness
Goal 1 Action 13: $5,000 for PSAT prep and implementing targeted, individualized interventions based on student performance on PSAT
Goal 1 Action 16: $707,812 for implementing targeted, individualized interventions, based on student performance on internal assessments
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).

These actions services exceed the amount of supplemental funding CHAMPS receives. Targeted expenditures exceed 9.85 percent without counting teacher and counselor salaries and benefits.

**Demonstration of Increased or Improved Services for Unduplicated Pupils**

<table>
<thead>
<tr>
<th>LCAP Year: 2017-18</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$509,875</td>
<td>7.62%</td>
</tr>
</tbody>
</table>
Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA’s annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures. An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table. The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with
the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to EC sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by EC sections 42238.03 and 2575 for the LCAP year respectively.

**Annual Update**

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

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

**Annual Measurable Outcomes**

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

**Actions/Services**

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

**Analysis**

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

**Stakeholder Engagement**

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

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

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

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

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

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

**Goals, Actions, and Services**

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

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

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.
New, Modified, Unchanged
As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.

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

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

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

Expected Annual Measurable Outcomes
For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years. The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

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

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement
Students to be Served
The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student
Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

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

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

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

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

Scope of Service
For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:
- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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

Location(s)
Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

Guiding Questions: Annual Review and Analysis

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

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

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

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

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

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

Guiding Questions: Stakeholder Engagement

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

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

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

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

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

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified?

Where can these expenditures be found in the LEA’s budget?

Prepared by the California Department of Education, October 2016
## LCAP Expenditure Summary

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## Total Expenditures by Object Type and Funding Source

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