



THE CLASSICAL ACADEMIES

- ESCONDIDO | VISTA | OCEANSIDE | ONLINE -

Classical Academy High School

Local Control Accountability Plan

Update Jun 27, 2019

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

The Classical Academies is an organization of award-winning, tuition-free California public charter schools that have been serving North San Diego County since 1999.

The goal of The Classical Academies has always been to partner with families to inspire each student to think critically, communicate effectively, and achieve excellence by providing academic choice. Our Vision is to passionately serve, respectfully communicate, and joyfully partner for student success.

The key to the organization's success is the partnership and collaboration between parents and teachers to create the best personalized learning program possible for each student. It is a core belief at The Classical Academies that every parent partnership starts with trust, builds on collaboration, and culminates with accountability. The partnership with parents is the cornerstone of everything we do and one that we have come to rely on in helping all students become thinkers, communicators and achievers.

Each campus offers a flexible, personalized educational environment that blends the best of independent study and the traditional classroom experience. Options range from blended in-seat and independent study programs to full-time independent study programs. These hybrid programs are uniquely designed to encourage students to explore their interests, accommodate their learning style and reach their maximum potential of becoming thinkers, communicators, and

achievers. This distinctive and flexible approach allows students to learn at their own pace while participating in workshops, electives, campus activities, and field trips. We are named The Classical Academies because our founding charters set forth the ideal that we inspire excellence by holding forth examples of classic literature, primary source documents, music, and art, which have stood the test of time and been widely recognized as the very best. Our teachers emphasize mastering the "basics" and encourage discussion and debate.

There are seven campus locations that serve over 4400 students in grades Tk-12 in Escondido, Vista, and Oceanside, and Online.

- The Classical Academy, Escondido – TK-8
- Coastal Academy, Oceanside – TK-8
- Classical Academy Online, Oceanside – 9-12
- The Classical Academy, Vista – TK-8
- Classical Academy Middle School – 7-8
- Classical Academy High School – 9-12
- Classical Academy Online, Escondido – 9-12

The Classical Academies have the following Support Teams to help facilitate student success, including a Board of Directors, Community Development, Curriculum Writers, Facilities, Finance, Human Resources, Operations, Safety & Security, Special Education, and Technology. The Classical Academies offer an innovative, progressive, and personalized approach to learning.

LCAP Highlights

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

The following are the highlights of the 2018-2019 academic year at CAHS:

Professional Learning Community Begins

In the fall of 2018, the principal, assistant principal, and all department chairs within the studio program attended a 3-day conference on Professional Learning Communities (PLC) in Long Beach, California, and returned inspired and committed to beginning the PLC process at CAHS Studio as a means of better serving our students. Throughout the 2018-2019 year, studio department chairs have taken turns researching various PLC topics and then teaching our studio faculty the why and how of implementing such practices as determining essential standards for each course (which was completed before Christmas), creating common assessments (in progress), and creating systems for continued remediation of as-yet un-mastered standards.

New and Better Online Curriculum

Beginning in the fall of 2018, all online courses offered at Classical Academy Online (CAO) are offered through a learning platform called Summit Learning. These A-G approved courses (including AP courses and electives) are taught on-site by classroom teachers two days per week and students have online access to the curriculum 24/7.

New and Bigger Online Facility

Classical Academy Online (CAO) has moved to a new and larger facility. Enrollment in the Escondido CAO program was 190 students in the fall of 2015 and increased to 203 students in the fall of 2016, 290 students in the fall of 2017, and 317 students in the fall of 2018. As a result of this growth, CAO moved to a new and larger facility during the summer of 2018. The new facility is located at 130 Woodward Avenue in Escondido and has numerous classrooms, large meeting rooms, and abundant parking nearby.

Fully Aligned NGSS Science Standards

As of the fall of 2018, all Biology, Chemistry, and Physics courses have now been fully aligned with the Next Generation Science Standards (NGSS), which emphasize engineering practices and scientific thinking over mathematical procedures and straight memorization. Students must take all three courses in order to be exposed to all of the NGSS standards. Due to the dramatic decrease in math required in each of these new NGSS aligned science courses, each of these science courses is now more accessible to students who are not strong in math skills. As a result, we no longer offer Physical Science and we encourage all students to take Biology, Chemistry, and Physics. Graduation requirements have not changed and a third year of science is not required. We continue to offer math-based Chemistry as Honors Chemistry and math-based Physics as Honors Physics.

Successful WASC Mid Cycle Visit in January of 2019

We submitted a Mid Cycle Report to WASC in December of 2018 and hosted a one-day WASC visit on January 29, 2019. Highlights from our WASC Mid Cycle Report include the significant progress that we have made on our Action Plan Goals from our 2016 WASC Self Study Report. The progress made on our Action Plan Goals is described in detail in the next section under Greatest Progress.

Review of Performance

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

Greatest Progress

During the last 3 years, CAHS has made significant progress on our Action Plan Goals. This progress was reported in our 2018 WASC Mid Cycle Report and acknowledged by the WASC visiting team on January 29, 2019. The following is a description of the progress made on our Action Plan Goals that are aligned in our LCAP:

ACTION PLAN GOAL #1

Increase our efforts to better support the academic achievement of all students. We recognize the need to better support students who struggle with ELA and math and we want to encourage more students to attempt and be successful in taking college level and advanced courses.

English Language Acquisition Support – We now offer a Reading Foundations Course

During the fall of 2016, we discovered (through testing that was done in English Support classes) that several students in the English Support classes were reading at levels alarmingly below grade level. Motivated by this data, during the spring of 2017, we tested all 9th and 10th grade students for reading fluency and reading comprehension. Students who were not yet reading at 8th grade levels (considered high school level) were identified and invited to join a new course called Reading Foundations. The Reading Foundations course was offered for the first time in the spring of 2017. Since that time, all 9th graders are tested for reading fluency and reading comprehension each year (using multiple measures such as 8th grade MAPS scores, 8th grade SBAC scores, and 9th grade testing during English classes) and students who are identified as reading below an 8th grade level are now required to take Reading Foundations until they are consistently reading at or above an 8th grade level. The impact on individual students has been positive and gratifying. The Reading Foundations teacher regularly shares testimonies of students whose lives have been hugely and emotionally impacted by their improved ability to read. The expectation is that student achievement data will, over time, begin to reflect this improvement in reading competency; meanwhile the academic lives of individual students are significantly improved.

Progress – The results of our efforts:

During the 2016-2017 academic year, 57 students were enrolled in Reading Foundations and 21 students (36%) graduated out of the program that year by meeting 8th grade reading fluency and comprehension levels. During the 2017-2018 academic year 37 students were enrolled in Reading Foundations and 26 students (70%) graduated out of the program that year by meeting 8th grade reading fluency and comprehension levels. During the 2018-2019 academic year, 29 students were enrolled in Reading Foundations and 11 students (as of November 2018) graduated out of the program by meeting 8th grade reading fluency and comprehension levels.

Although we have not yet seen a direct correlation between our efforts to improve reading comprehension and fluency levels for all 9th graders and our 11th grade SBAC ELA scores, we are increasingly aware of the life changing effects that this program is having on individual students and we are confident that future ELA achievement data will be positively influenced by these efforts.

Math Support – We now offer non A-G Math Courses

Traditionally, math scores for CAHS juniors lag significantly behind ELA scores on the state SBAC test. Although this is common throughout San Diego County and the state of California, CAHS is highly motivated to improve math education at CAHS. Two problems stood out. (1) The rigor of our A-G math courses made it challenging for some students to meet the three-year math graduation requirement. (2) We saw the need to provide math courses and math supports that would help some students, especially some students with an IEP, realize their academic potential in math.

To address both of these concerns, beginning in the fall of 2016, we began offering non A-G math courses using the Teaching Textbooks online curriculum. One full-time teacher now teaches all of the Teaching Textbook courses and students attend a math class each school day (Tuesday through Friday) to work online in the presence of the teacher who offers tutoring and support. Students have had great success in these self-paced math courses with continuous teacher support. These non A-G courses have allowed many students to take higher-level math courses than they would have taken in an A-G math series.

General Education students who request to transfer out of A-G math and into non A-G math for the first time must complete an application and interview. This process is designed to ensure that students will continue to be challenged appropriately by the rigor of the math courses that they take and that students remain on an A-G math track whenever feasible.

Progress – The results of our efforts:

The results of these efforts has been most pronounced for the individual students who were not thriving in A-G math courses, but who are now thriving in self-paced, non A-G math courses with individual help from their teacher. These students, primarily students with an IEP, are now experiencing success in their math classes, which also increases their academic confidence and their engagement with school in general.

ACTION PLAN GOAL #2

Increase the percentage of CAHS graduates who meet A-G requirements by 2% per year.

In order to promote higher A-G graduation rates, the following measures have been taken:

- For the last 3 years, we have encouraged all students to enroll in and stay in A-G math courses if at all possible. General Education students who request a transfer out of A-G math courses and into our new non A-G math courses must complete an application and an interview with the Chair of the Math Department. The goal is to prevent students from transferring out of A-G math unless the transfer would increase the student's learning. SpEd students whose Specialized Academic Instructor recommends a transfer to non A-G math courses do not need to complete an application or interview.
- As of the fall of 2018, we no longer offer Physical Science, which was a non A-G science course favored by students trying to avoid the mathematical rigor of Biology or Chemistry. All students are now encouraged to take NGSS Biology and NGSS Chemistry which are both A-G approved courses and less mathematically rigorous than Biology and Chemistry were before NGSS. We continue to offer Marine Biology (non A-G), but we encourage students to take Marine Biology in addition to taking Biology and Chemistry.
- For the last 2 years, the default course schedule for all incoming students is created as an A-G track and all students are enrolled automatically in 2 years of a world language instead of 1 year of a world language.
- For the past 2 years, the Academic Counselors hold Course Selection Month in which course selection presentations are given to each grade level separately. During these presentations, the academic counselors explain the meaning of A-G requirements, the advantage of meeting A-G requirements, and the specifics of A-G requirements. It is during these presentations that students

are encouraged to take Biology, Chemistry and Physics, two years of a world language, and A-G math through Math III if possible.

- The Academic Counselors have increased college awareness and college supports at CAHS as follows:
- All 10th and 11th graders now take the PSAT.
- Every spring for the last 3 years, we have a large, professionally made banner advertising the colleges to which our graduating seniors have been accepted. This banner hangs out in front of the school for several months. In addition, every spring, we have wooden college name signs that we plant in the ground representing the colleges to which our graduating seniors have been accepted. These signs are planted at the back of the school in the parking lot drop off and pick up area.
- In the fall of 2016, we created a College and Career Hallway outside of Caiman Hall and the number of college pennants, college brochures, and testing information brochures has increased significantly since then.
- Senior College Night and Junior College Night attendance has more than doubled in 3 years
- We continue to invite and host an increasing number of high quality college representative lunch visits.
- We work with local companies to offer more SAT and ACT boot camps and workshops.

Progress – The results of our efforts:

The Action Plan Goal (determined in the fall of 2015) was to steadily increase our A-G graduation rate by 2% per year. The A-G graduation rate for CAHS has increased from 44.3% in 2015 to 54.2% in 2018. This is an increase of 9.9% over 3 years, which is an average increase of 3.3% per year. The goal was met and exceeded and we are committed to continuing this upward trend.

ACTION PLAN GOAL #3

Ensure that student and teachers are competent in the use of new technology and that teachers are aware of and trained in the use of progressive education-related technology tools to increase student engagement and achievement.

During the 2016-2017 academic year, the entire school transitioned to a new learning management system - from static wikis and traditional email to a more comprehensive and dynamic learning management system called Schoology, which includes an online grade book, online assignment notification, an internal email system, online assignment submission capability (with time stamps), online testing and grading, and more.

During the 2016-2017 academic year, two teachers were each given a part-time assignment to become masters of our new online learning management system, Schoology, and to help all faculty become familiar with and proficient in the use of Schoology's many progressive and education-related features. These two Schoology experts gave regular informational trainings to teachers at faculty meetings and assisted teachers individually throughout the year.

During the 2017-2018 academic year, one of the two Schoology experts continued the process of learning more about the features of Schoology and supporting faculty in their continued learning by giving presentations and helping teachers one-on-one.

During the 2018-2019 academic year, the same Schoology expert, Steven Ferreira (also a math teacher) was hired part-time (25% time) as our Technology Integration Specialist. Steven meets regularly with the Data Team and the Tech Team and is helping our campus convert to a Google-based school with Google Docs, Google Sites, and Gmail. Steven regularly gives one-on-one instruction to teachers and office staff in the use of technology and continues to give Schoology updates and presentations to teachers at faculty meetings. Steven supports teachers in the best use

of technology in the classroom and keeps us informed as to the proper legal and ethical use of technology.

Increase in equipment: Over the past three years we have increased the number of computer carts such that all but three teachers have a full computer cart in their classroom, and there are now two computer carts in the Study Hall area. Many teachers (all that wanted one) now have either document cameras, iPads, or both.

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

Greatest Needs

Classical Academy High School has been inspired by the dramatic increase in student achievement scores of other PLC schools to become a Professional Learning Community as a means of improving student learning and student achievement scores. CAHS is adding a new goal to our Action Plan to train and work to become a Professional Learning Community (PLC) in order to improve learning for all students.

Subject-Specific Professional Development					
Description of Specific Actions to Improve Student Achievement	How Improvement in Student Achievement will be Assessed	Timeline	Persons Responsible for Implementing the Actions	Resources	How Progress will be Monitored and Reported
WASC YEARS 3, 4, and 5 (2018-2019, 2019-2020, and 2020-2021)					
In the Fall of 2018, the Principal, Assistant Principal and all but one Department Chair attended a 3-day PLC conference in Long Beach to begin to learn how CAHS can become a Professional Learning Community.	Annual student achievement data	Yearly	Principal, Assistant Principal, and Department Chairs	Professional learning time and budget	Annual review of student achievement data
In the Fall of 2018, departments met for over 10 hours to determine the Essential Standards for each course offered. Departments will continue to review and revise Essential Standards as they become more familiar with the effectiveness of teaching and re-teaching (to mastery) of these Essential Standards.	Department Chairs will work with department members to review and revise, if necessary, the Essential Standards for each course. Teachers will reteach these core standards until each student has shown evidence of mastery.	Yearly	Assistant Principal, Department Chairs, and Teachers	Department meeting time and class time	Progress will be discussed at department meetings and reported to the Assistant Principal by Department Chairs
Departments will use department meeting times and PD time to work on the Professional Learning Community skills such as common assessments, determining Essential Standards for each course, and remediation for those students who have not yet mastered each of the Essential Standards.	Department Chairs will oversee the PLC process for their department.	Throughout each year	Department Chairs and the Assistant Principal	Department Meetings and PD Days	At the regularly scheduled meetings between the Principal, Assistant Principal, and the Department Chairs

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

Performance Gaps

The 2018 dashboard for Classical Academy High School reveals 3 decline areas. For each decline area, the decline and our plans to remediate the decline are described below.

1. College and Career Readiness

Our College and Career Readiness declined from 66.2% of graduates prepared in 2017 to 57.3% prepared in 2018. We hope to reverse this 8.9 % decline by addressing the following contributing factors:

We are working to increase A-G graduations rates and have averaged a 3.3% increase in A-G graduation rates over the last three years. We encourage all students to take A-G math courses whenever possible, complete two years of language, and take four years of math.

Our online program is articulating four of our high school courses to run as dual credit courses with the local community college, Palomar College.

We have just completed our first year as a Professional Learning Community and as we increase our efforts with remediation and interventions, we hope to increase SBAC scores in both ELA and Math.

Our AP exam pass rates are high, but we always strive to increase and encourage an increasing number of students to take AP courses each year.

2. Suspension Rates

CAHS suspension rates increased from 0.6% in 2017 to 1.1% in 2018. Although suspension rates in both years are remarkably low, the following measures are being taken to decrease suspension rates:

The Dean of Students is now working closely with the Socioemotional Counselor to resolve issues in a manner that takes into consideration the student’s emotional circumstances and in a manner that is not disruptive to the educational process. Whenever possible, solutions are sought that are restorative and productive.

The Dean of Students has created a progressive discipline policy that allows for a more gradual program of discipline and more opportunities to counsel students on making wise choices.

3. Graduation Rates

CAHS graduation rates decreased from 96.6% in 2017 to 93.6% in 2018. The following measures are being taken to increase graduation rates at CAHS:

We now have a Non Thriving Student (NTS) process that alerts teachers when a student is getting a D or an F in more than two subjects. Teachers reach out to parents for insights and make an extra effort to keep an NTS student informed and on track. Accommodations include preferential seating, verbal reminders, student note takers, check-ins, etc. This process has been remarkably effective at getting students back on track after a non-thriving period.

We now offer non A-G math courses for students who find A-G math daunting. The non A-G math courses are self-paced, with small class size, and extensive one-on-one time with the teachers. Students in these non A-G math classes are thriving.

We have completed our first year as a Professional Learning Community and as we add more opportunities for remediation and interventions, we are hoping that learning increases, scores increase, and a higher percentage of students graduate.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Action Plan Goal #1

Increase our efforts to better support the academic achievement of all students. We recognize the need to better support students who struggle with ELA and math and we want to encourage more students to attempt and be successful in taking college level and advanced courses.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: None

Annual Measurable Outcomes

Expected

READING

All 9th grade students will be tested for reading fluency and comprehension by week 5 of the school year.

Students whose reading fluency or comprehension scores are below 8th grade reading levels will be enrolled in Reading Foundations. The students with the greatest need will be enrolled in a Term 1 Reading Foundations course. Remaining students will be enrolled in a Term 2 Reading Foundations course.

Students will continue to be enrolled in term-long Reading Foundations courses until their reading fluency and reading comprehension is at or above 8th grade levels on 5 consecutive assessments.

Actual

READING

All 9th grade students were tested for reading fluency and comprehension by week 5 of this year.

Students whose reading fluency or comprehension scores was below 8th grade reading levels was enrolled in Reading Foundations. The students with the greatest need were enrolled in a Term 1 Reading Foundations course. Remaining students were enrolled in a Term 2 Reading Foundations course.

Students were re-enrolled in another term-long Reading Foundations courses until their reading fluency and reading comprehension was at or above 8th grade levels on 5 consecutive assessments. Most students required only one term of Reading Foundations in order to reach 8th grade reading levels on 5

Expected

Actual

	consecutive assessments.
<p>MATH Students who consistently struggle in A-G math classes will be identified by math teachers and specialized academic instructors (SAI's) and offered non A-G math courses that are self-paced, and taught in a small group setting with one-on-one help from a dedicated instructor.</p>	<p>MATH Throughout the year, teachers and SAI's identified students who were not thriving in A-G math classes and were able to offer non A-G math courses for those who chose them.</p>
<p>Students who request non A-G math courses (but who were not identified by the teacher or an SAI) will have to apply and be interviewed. This measure is designed to reduce the number of students leaving the A-G track and choosing non A-G math simply because it is less rigorous.</p>	<p>Students who requested non A-G math (but who were not identified by a math teacher or SAI) had to fill out an application and be interviewed by the head of the math department.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1 #1: The staff at CAHS recognizes the need to increase support to students who struggle with ELA and Math.</p> <p>English Language Arts (ELA) Struggles – Each year, there are several seniors who struggle to pass senior English before the graduation deadline. In addition, it was recently discovered (through new testing done in English Support classes) that several students in the English Support class are reading at levels alarmingly below grade level. Motivated by this new data, we</p>	<p>READING During the 2016-2017 academic year, 57 students were enrolled in Reading Foundations and 21 students (36%) graduated out of the program that year by meeting 8th grade reading fluency and comprehension levels. During the 2017-2018 academic year 37 students were enrolled in Reading Foundations and 26 students (70%) graduated out of the program that year by meeting 8th grade reading fluency and comprehension levels. During the 2018-2019 academic year, 29 students were enrolled in Reading Foundations and 11 students (as of November 2018) graduated out of the program by</p>	<p>\$270,000</p>	<p>\$174,976</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>are eager to better support our students who struggle with reading by identifying these students early in their high school career and giving these students the instruction and support that will increase their reading fluency and promote their academic success in English courses and other courses.</p> <p>Math Struggles – Math scores for CAHS juniors lag significantly behind ELA scores on the SBAC test. Although this is common throughout San Diego County and the state of California, we are motivated to improve math education at CAHS, particularly as it relates to the new Common Core state standards. We also have some students who struggle to meet our non-A-G graduation requirements in math because of the rigor of our studio math courses, the vast majority of which are A-G approved. PreAlgebra is the only <u>studio</u> math course that is non-A-G. In addition, with the recent increase in the number of SpEd students attending CAHS, we are motivated to provide math courses and math supports that will help SpEd students realize their academic potential in math and graduate within four years.</p>	<p>meeting 8th grade reading fluency and comprehension levels.</p> <p>Although we have not yet seen a direct correlation between our efforts to improve reading comprehension and fluency levels for all 9th graders and our 11th grade SBAC ELA scores, we are increasingly aware of the life changing effects that this program is having on individual students and we are confident that future ELA achievement data will be positively influenced by these efforts.</p> <p>MATH</p> <p>The results of these efforts has been most pronounced for the individual students who were not thriving in A-G math courses, but who are now thriving in self-paced, non A-G math courses with individual help from their teacher. These students, primarily students with an IEP, are now experiencing success in their math classes, which also increases their academic confidence and their engagement with school in general.</p>		

Analysis

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

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

All data and charts described here are included at the end of this report.

SUMMARY OF THE DATA IN CHART #1

The percentage of all CAHS juniors who met or exceeded the SBAC ELA standard has decreased over the last three years from 86% in 2016 to 71% in 2018. This unexpected decrease has been the focus of much discussion, concern, and resolve to improve.

Many of the comparable schools (like Escondido Charter) and top-rated schools (like Del Norte) have also experienced interesting and wide fluctuations in ELA scores between 2015 and 2018. One possible explanation is that testing only one grade level per high school will result in scores that follow the same fluctuations as the academic strength of that year's junior class, while the scores of a high school over time indicate the academic strength of the school as a whole.

Efforts made to improve CAHS student achievement in ELA include:

- One avenue of improvement is our commitment to identifying essential standards for each course and then teaching and re-teaching those essential standards until all students have shown evidence of mastery of those standards. This is part of the Professional Learning Community model that CAHS is adopting as of the fall of 2018. As we commit to providing mastery of essential standards to all students, our expectation (based on the achievement scores from schools who have adopted this model) is that both learning and test scores will improve.
- In an effort to increase SBAC ELA scores as an indication of college and career readiness, departments such as History, World Languages, and VAPA have made a greater commitment to teaching and reviewing literacy skills as part of their regular curriculum. As essential standards are being identified for each course taught at CAHS, literacy standards are being added to all History, World Language, and VAPA courses.
- We are committed to an ongoing shift in our thinking — that all students can and will achieve at high levels. We now understand that our belief in students has the highest effect on their individual and collective achievement.
- We are committed to our own growth and investment in the knowledge and competency we have as teachers (and as a school) to educate all students at high levels. Through the work of our Professional Learning Community at CAHS, within our own department and with others, we are working to identify essential standards, develop common assessments, and develop our pedagogical effectiveness to ensure all students achieve.
- We are committed to making it abundantly clear to our students what they are learning, why they are learning it, and how they can know when they have mastered the content. We are dedicated to helping students develop the skills necessary to achieve and will coach students through the learning process, empowering them to become more aware of how they learn best, the tools they can use when they find themselves stuck, and the ability to track their own growth.
- In addition, we have begun to implement a new reading program in many of our ELA courses called Reader's Choice Method: Leveraging Self-differentiation for Effective and Engaging Reading Instruction. Reader's Choice Method encompasses the philosophy of many prominent educational leaders (Miller, Campbell, Beers & Probst, Lesesne) which argues that “children who love reading and see themselves as readers are the most successful in school and have the greatest opportunities in life” (Miller, 2014). We are hopeful that this emphasis on student-directed reading will have a positive impact on learning and student achievement scores including, but not limited to, SBAC ELA scores.

SUMMARY OF THE DATA IN CHART #2

The data in Chart #2 show that SBAC ELA scores decreased for CAHS overall and for both the Studio Program and the Online Program (CAO). Increasing student achievement in ELA is a priority across all CAHS academic programs moving forward.

SUMMARY OF THE DATA IN CHART #3

The percentage of all CAHS juniors who met or exceeded the SBAC Math standard has fluctuated within a 13% range over the last 3 years and has increased a net 6% from 52% in 2015 to 58% in 2018. CAHS SBAC math scores continue to exceed scores from comparable local high schools and lag behind the top-rated Del Norte High. The math department is diligent in their efforts to improve student achievement in math and is highly motivated to improve SBAC math scores.

Efforts made to improve student achievement in math include:

- The math department disaggregates the SBAC math achievement data by claim areas (concepts and procedures, problem solving, modeling, data analysis, reasoning, communicating) to determine areas of mathematical practice that require extra time and attention. In addition, CAHS now uses SBAC interim block math assessments to both teach and test student understanding of these individual skills.
- The math department disaggregates the SBAC math achievement data by math course enrollment. The data indicates that testers who are currently enrolled in Math III or above score notably more proficient than testers who are currently enrolled in Math II or lower. Although this is somewhat expected, the math department is exploring the possibility that there may be a shift in thinking and reasoning that we could attend to in Math II and lower that would help improve student achievement in math understanding and math scores on tests such as the SBAC. All CAHS Studio math courses will utilize more Interim Assessment Blocks so that we have more granular data on the skills and proficiencies that students have at each course level.
- In the spring of 2019, all CAHS Studio math students in grades 9, 10, and 12 will (for the first time as a whole school) take the Interim Comprehensive Assessment for math. This will give us more data and allow us to compare the results of 9th, 10th, 11th, and 12th grade students within the same math course so that we can see how a student's scores progress in each claim area. For example, if a student scored below standard in concepts and procedures while in Math II their junior year but then scores above standard in concepts and procedures during their senior year while in Math III we will be able to determine with more certainty the effect of each course.
- We are committed to an ongoing shift in our thinking — that all students can and will achieve at high levels. We now understand that our belief in students has the highest effect on their individual and collective achievement.
- We are committed to our own growth and investment in the knowledge and competency we have as teachers (and as a school) to educate all students at high levels. Through the work of our Professional Learning Community at CAHS, within our own department and with others, we are working to identify essential standards, develop common assessments, and develop our pedagogical effectiveness to ensure all students achieve.
- We are committed to making it abundantly clear to our students what they are learning, why they are learning it, and how they can know when they have mastered the content. We are dedicated to helping students develop the skills necessary to achieve and will

coach students through the learning process, empowering them to become more aware of how they learn best, the tools they can use when they find themselves stuck, and the ability to track their own growth.

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

CAHS is committed to the goal of supporting the academic achievement of all students as evidenced by the wide variety of measures created to increase support and student achievement listed in the implementation section above. At this time, the most effective programs in this area are the Reading Foundations class and the non A-G math classes, both of which offer individual support to students who are struggling with reading and/or math. In the past year, 27 students who were identified as reading below 8th grade levels were successfully graduated from the Reading Foundations program. The success of the non A-G math courses is more anecdotal, but to each of those students, who is now feeling more success and support in math, the effect is enormous. SAI's report that their IEP students who have struggled with math are feeling success and are now willing to work harder at goals that feel within reach. The success of other newly implemented programs (listed above) are expected to yield future results in the form of increased SBAC scores in ELA and Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between Budgeted Expenditures and Estimated Actual Expenditures was minimal, but were directly related to health and welfare/benefits for salaries and stipends.

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 will remain the same.

Goal 2

Action Plan Goal #2

Increase the percentage of CAHS graduates who meet A-G requirements by 2% per year.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: None

Annual Measurable Outcomes

Expected

A committee of Department Chairs, Academic Counselors from both the studio program and the online program, and Administrators will convene in the Fall of year 2 (2018-2019) to assess the effectiveness of the above practices and modify the Action Plan in an effort to increase its effectiveness. Results will be shared with all stakeholders via email.

The committee will look at data such as:

- Data from surveys of CAHS grads on reasons for not meeting A-G grad requirements
- Student and parent attendance at grade level course selection presentations
- Percentage of CAHS graduates meeting the A-G requirements
- Percent of students taking Foundations of Physical Science
- Percentage of students who pass Math II who continue on and take Math III
- Number of A-G approved courses that we offer
- Number of opportunities provided to CAHS students to visit 4-year colleges

The committee will determine next steps after reviewing the data and the effectiveness of the Action Plan. The Action Plan will be modified if needed and the results will be shared with all stakeholders via email.

CAHS recognizes the benefit of taking college level and advanced courses and plans to encourage and support more students to attempt, and be successful in, these courses.

Actual

The Action Plan Goal (determined in the fall of 2015) was to steadily increase our A-G graduation rate by 2% per year. The A-G graduation rate for CAHS has increased from 44.3% in 2015 to 54.2% in 2018. This is an increase of 9.9% over 3 years, which is an average increase of 3.3% per year. The goal was met and exceeded and we are committed to continuing this upward trend.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 Full time college and career counselors.	Action 1 Full time college and career counselors.		
Action 2 Psychological services supporting behavior support, crisis counseling, group counseling, individual counseling, positive behavior intervention, and mental health support.	Action 2 Psychological services supporting behavior support, crisis counseling, group counseling, individual counseling, positive behavior intervention, and mental health support.	\$57,000	\$74,770
Action 3 Department chairs will lead departments, including online and Academic Coaches, to help align more student course schedules to meet A-G requirements.	Action 3 Department chairs have led departments, including online and Academic Coaches, to help align more student course schedules to meet A-G requirements.		

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.

Chart #4 includes the numbers and percentages of CAHS graduates (by program and by graduation year) who met all A-G graduation requirements. The Action Plan Goal (determined in the fall of 2015) was to steadily increase our A-G graduation rate by 2% per year. Note that the A-G graduation rate for CAHS (overall, far right column) has increased from 44.3% in 2015 to 54.2% in 2018. This is an increase of 9.9% over 3 years, which is an average increase of 3.3% per year. The goal was met and exceeded and we are committed to continuing this upward trend.

Chart #5 is a more visual representation of the data in Chart #4, but reveals the same upward trend in A-G graduations rates.

In order to promote higher A-G graduation rates, the following measures have been taken:

- For the last 3 years, we have encouraged all students to enroll in and stay in A-G math courses if at all possible. General Education students who request a transfer out of A-G math courses and into our new non A-G math courses must complete an application and an interview with the Chair of the Math Department. The goal is to prevent students from transferring out of A-G math unless the transfer would increase the student's learning. SpEd students whose Specialized Academic Instructor recommends a transfer to non A-G math courses do not need to complete an application or interview.
- As of the fall of 2018, we no longer offer Physical Science, which was a non A-G science course favored by students trying to avoid the mathematical rigor of Biology or Chemistry. All students are now encouraged to take NGSS Biology and NGSS Chemistry which are both A-G approved courses and less mathematically rigorous than Biology and Chemistry were before NGSS. We continue to offer Marine Biology (non A-G), but we encourage students to take Marine Biology in addition to taking Biology and Chemistry.
- For the last 2 years, the default course schedule for all incoming students is created as an A-G track and all students are enrolled automatically in 2 years of a world language instead of 1 year of a world language.
- For the past 2 years, the Academic Counselors hold Course Selection Month in which course selection presentations are given to each grade level separately. During these presentations, the academic counselors explain the meaning of A-G requirements, the advantage of meeting A-G requirements, and the specifics of A-G requirements. It is during these presentations that students are encouraged to take Biology, Chemistry and Physics, two years of a world language, and A-G math through Math III if possible.
- The Academic Counselors have increased college awareness and college supports at CAHS as follows:
 - All 10th and 11th graders now take the PSAT.
 - Every spring for the last 3 years, we have a large, professionally made banner advertising the colleges to which our graduating seniors have been accepted. This banner hangs out in front of the school for several months. In addition, every spring, we have wooden college name signs that we plant in the ground representing the colleges to which our graduating seniors have been accepted. These signs are planted at the back of the school in the parking lot drop off and pick up area.
 - In the fall of 2016, we created a College and Career Hallway outside of Caiman Hall and the number of college pennants, college brochures, and testing information brochures has increased significantly since then.
 - Senior College Night and Junior College Night attendance has more than doubled in 3 years
 - We continue to invite and host an increasing number of high quality college representative lunch visits.
 - We work with local companies to offer more SAT and ACT boot camps and workshops.

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

The A-G graduation rate for CAHS has increased from 44.3% in 2015 to 54.2% in 2018. This is an increase of 9.9% over 3 years, which is an average increase of 3.3% per year. The goal was met and exceeded and we are committed to continuing this upward trend.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between Budgeted Expenditures and Estimated Actual Expenditures was minimal, but were directly related to health and welfare/benefits for salaries and stipends.

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 will remain the same.

Goal 3

Action Plan Goal #3

Ensure that student and teachers are competent in the use of new technology and that teachers are aware of and trained in the use of progressive education-related technology tools to increase student engagement and achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: None

Annual Measurable Outcomes

Expected

Actual

Provided greater tech support and training for teachers.

Adopted and learned how to fully utilize a more education-friendly, comprehensive, and user-friendly learning management system, Schoology. The new LMS (Schoology) allows for online class discussions, online quizzes, online homework submission, direct communication with teachers without having to use email, and easy access to grades without having to log on to another website. Professional training has been ongoing.

Use of Schoology has provided better communication with parents regarding the relationship between specific learning activities and state standards.

Schoology has given students digital discussion experience within their academic courses to increase college and career readiness for students at all achievement levels.

Schoology has given students more exposure to online testing experiences to increase online test-taking comfort levels for state tests, college, and career.

Schoology has helped teachers identify additional education-related

For the last 3 years, we have encouraged all students to enroll in and stay in A-G math courses if at all possible. General Education students who request a transfer out of A-G math courses and into our new non A-G math courses must complete an application and an interview with the Chair of the Math Department. The goal is to prevent students from transferring out of A-G math unless the transfer would increase the student's learning. SpEd students whose Specialized Academic Instructor recommends a transfer to non A-G math courses do not need to complete an application or interview.

- As of the fall of 2018, we no longer offer Physical Science, which was a non A-G science course favored by students trying to avoid the mathematical rigor of Biology or Chemistry. All students are now encouraged to take NGSS Biology and NGSS Chemistry which are both A-G approved courses and less mathematically rigorous than Biology and Chemistry were before NGSS. We continue to offer Marine Biology (non A-G), but we encourage students to take Marine Biology in addition to taking Biology and

Expected

technology tools that can enhance student learning and engagement.

Schoology has offer more technology training to teachers after identifying areas of teacher and student need.

University of California/California State University A-G completion rate.

English learner reclassification rate.

Increased AP enrollment and course offerings

Technology access for staff

Technology access for students

Actual

Chemistry.

- For the last 2 years, the default course schedule for all incoming students is created as an A-G track and all students are enrolled automatically in 2 years of a world language instead of 1 year of a world language.
- For the past 2 years, the Academic Counselors hold Course Selection Month in which course selection presentations are given to each grade level separately. During these presentations, the academic counselors explain the meaning of A-G requirements, the advantage of meeting A-G requirements, and the specifics of A-G requirements. It is during these presentations that students are encouraged to take Biology, Chemistry and Physics, two years of a world language, and A-G math through Math III if possible.
- The Academic Counselors have increased college awareness and college supports at CAHS as follows:
 - All 10th and 11th graders now take the PSAT.
 - Every spring for the last 3 years, we have a large, professionally made banner advertising the colleges to which our graduating seniors have been accepted. This banner hangs out in front of the school for several months. In addition, every spring, we have wooden college name signs that we plant in the ground representing the colleges to which our graduating seniors have been accepted. These signs are planted at the back of the school in the parking lot drop off and pick up area.
 - In the fall of 2016, we created a College and Career Hallway outside of Caiman Hall and the number of college pennants, college brochures, and testing information brochures has increased significantly since then.
 - Senior College Night and Junior College Night attendance has more than doubled in 3 years
 - We continue to invite and host an increasing number of high quality college representative lunch visits.

Expected

Actual

- We work with local companies to offer more SAT and ACT boot camps and workshops.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 Purchased a comprehensive teacher and student-friendly learning management system (Schoology) that provides the opportunity for online discussions within classes, online homework submission, easy communication between students and teachers, and easy student and parent access to grades; Schoology.	Action 1 Schoology continues to provide the opportunity for online discussions within classes, online homework submission, easy communication between students and teachers, and easy student and parent access to grades.	\$8,756	\$.00 Paid out of the general fund.

Analysis

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

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

The following measures were taken to implement Action Plan Goal #3:

- During the 2016-2017 academic year, the entire school transitioned to a new learning management system - from static wikis and traditional email to a more comprehensive and dynamic learning management system called Schoology, which includes an online grade book, online assignment notification, an internal email system, online assignment submission capability (with time stamps), online testing and grading, and more.

- During the 2016-2017 academic year, two teachers were each given a part-time assignment to become masters of our new online learning management system, Schoology, and to help all faculty become familiar with and proficient in the use of Schoology's many progressive and education-related features. These two Schoology experts gave regular informational trainings to teachers at faculty meetings and assisted teachers individually throughout the year.
- During the 2017-2018 academic year, one of the two Schoology experts continued the process of learning more about the features of Schoology and supporting faculty in their continued learning by giving presentations and helping teachers one-on-one.
- During the 2018-2019 academic year, the same Schoology expert, Steven Ferreira (also a math teacher) was hired part-time (25% time) as our Technology Integration Specialist. Steven meets regularly with the Data Team and the Tech Team and is helping our campus convert to a Google-based school with Google Docs, Google Sites, and Gmail. Steven regularly gives one-on-one instruction to teachers and office staff in the use of technology and continues to give Schoology updates and presentations to teachers at faculty meetings. Steven supports teachers in the best use of technology in the classroom and keeps us informed as to the proper legal and ethical use of technology.
- Increase in equipment: Over the past three years we have increased the number of computer carts such that all but three teachers have a full computer cart in their classroom, and there are now two computer carts in the Study Hall area. Many teachers (all that wanted one) now have either document cameras, iPads, or both.

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

All teachers are now highly competent in the use of our new online learning management system (Schoology), the use of shared Google docs, and are increasingly competent in the use of plagiarism detection apps, online quiz writing, and online discussion forums. All teachers have either a dedicated computer cart or access to a shared computer cart and all written assignments are posted and submitted, and graded online.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted expenditures were above the LCAP funding, therefore the estimated actual expenditures were paid out of the general fund.

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 will remain the same.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

LCAP Stakeholder Engagement

November 26, 2018 - Organizational Strategic Planning Meeting

December 17, 2018 - Midyear Update LCAP Presentation

January 28, 2019 - Principal's Meeting to discuss LCAP goals

February 2019 - Community Development Update to involve all stakeholders

March 2019 - Parent survey sent out including LCAP directed questions and feedback

April 2019 - Met with LCAP Coordinator to review LCAP goals, progress, and feedback

April 2019 - Financial reports generated from Finance for LCAP goals and actions

April 2019 - LCAP drafted

April 26, 2019 - LCAP drafts given to LCAP Coordinator for final review

May 1, 2019 - LCAP draft presented to the Executive Director

May 22, 2019 - LCAP submitted to the Board of Directors for final approval

June 2019 - LCAP sent to county and state officials per official reporting procedures and guidelines.

Impact on LCAP and Annual Update

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

We haven't receive any feedback on our LCAP via our website, but we'll continue to keep the documents available to stakeholders there as alternate means for gathering feedback.

Administrative, team, and strategic planning meetings and parent/student surveys have been an ongoing process for our school to gather stakeholder input. These continue to be essential to our decision making as a school.

The feedback we received from our WASC visiting team included parent, student and staff input. We incorporated that feedback into our LCAP for the three-year cycle and continue to use it as part of our focus for 2019-20.

Parent input from our LCAP survey reflects the concerns or needs of our majority groups of students. In order to ensure we hear the input of our parents of low income students and English learners, focus groups will be incorporated into our 2019-20 cycle for these parents.

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.

Goal 1 – Unchanged Goal

Action Plan Goal #1

Increase our efforts to better support the academic achievement of all students. We recognize the need to better support students who struggle with ELA and math and we want to encourage more students to attempt and be successful in taking college level and advanced courses.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: None

Identified Need:

The staff at CAHS recognizes the need to increase support to students who struggle with ELA and Math.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students who meet all benchmarks	In process	+2% annually	+2% annually	+2% annually
Improvement in reading fluency for students in English Foundations	37%	+2% annually	+2% annually	+2% annually
Percentage of students taking at	31.5%	+2% annually	+2% annually	+2% annually

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
least one AP course and AP pass rates	(414 AP students/1314)			

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All students

Location(s):

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

All schools

OR

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

Students to be Served:

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

All students

Scope of Services:

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

Schoolwide

Location(s):

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

All schools

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

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>A committee of Department Chairs, Academic Counselors from both the studio and the online programs, and Administrators will convene in the Fall of year 2 (2017-2018) to assess the effectiveness of the above practices and modify the Action Plan in an effort to increase its effectiveness. Results will be shared with all stakeholders via email.</p> <p>The committee will look at data such as:</p> <ul style="list-style-type: none"> • Percentage of students taking math courses above Geometry • Percentage of students who meet all benchmarks • Improvement in PSAT & SBAC math scores over time • Percent of students taking at least one AP course • AP pass rates <p>The committee will determine next steps after reviewing the data and the effectiveness of the Action Plan. The Action Plan will be modified if needed and the results will be shared with all stakeholders via email.</p>	<p>A committee of Department Chairs, Academic Counselors from both the studio and the online programs, and Administrators will convene in the Fall of year 2 (2017-2018) to assess the effectiveness of the above practices and modify the Action Plan in an effort to increase its effectiveness. Results will be shared with all stakeholders via email.</p> <p>The committee will look at data such as:</p> <ul style="list-style-type: none"> • Percentage of students taking math courses above Geometry • Percentage of students who meet all benchmarks • Improvement in PSAT & SBAC math scores over time • Percent of students taking at least one AP course • AP pass rates <p>The committee will determine next steps after reviewing the data and the effectiveness of the Action Plan. The Action Plan will be modified if needed and the results will be shared with all stakeholders via email.</p>	<p>A committee of Department Chairs, Academic Counselors from both the studio and the online programs, and Administrators will convene in the Fall of year 2 (2017-2018) to assess the effectiveness of the above practices and modify the Action Plan in an effort to increase its effectiveness. Results will be shared with all stakeholders via email.</p> <p>The committee will look at data such as:</p> <ul style="list-style-type: none"> • Percentage of students taking math courses above Geometry • Percentage of students who meet all benchmarks • Improvement in PSAT & SBAC math scores over time • Percent of students taking at least one AP course • AP pass rates <p>The committee will determine next steps after reviewing the data and the effectiveness of the Action Plan. The Action Plan will be modified if needed and the results will be shared with all stakeholders via email.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$254,770	\$269,087	\$175,000

Year	2017-18	2018-19	2019-20
Source	Salaries and college board	Salaries and PSAT	Salaries and PSAT
Budget Reference	0200-01	0200-01	0200-01

Goal 2 – Unchanged Goal

Action Plan Goal #2

Increase the percentage of CAHS graduates who meet A-G requirements by 2% per year.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: None

Identified Need:

Over the last six years, from 2013 to 2018, the percentage of CAHS graduates who met A-G graduation requirements has increased from 34.4% to 54.2% and yet remain lower than expected given that we have high state test scores, high AP participation rates, and high AP pass rates. The staff at CAHS would like to increase the percentage of seniors who graduate having met all of the A-G graduation requirements. We can do more to educate our students and parents about the benefits of meeting A-G graduation requirements, more to educate students and parents on what the A-G graduation requirements are, and more to educate students and parents on the advanced planning required in order to meet the A-G graduation requirements within four years. We are also committed to doing more to support student success in science courses and math courses to help a greater number of students meet A-G graduation requirements.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of CAHS graduates meeting the A-G requirements	45%	+1% annually	+1% annually	+1% annually
Percentage of students who pass Math II who continue on and take Math III	91.7%	+1% annually	+1% annually	+1% annually
Number of A-G approved courses that we offer	83	+2 classes annually	+2 classes annually	+2 classes annually

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

All Students

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

A committee of Department Chairs, Academic Counselors from both the studio program and the online program, and Administrators will convene in the Fall of year 1 (2017-2018) to assess the effectiveness of the above practices and modify the Action Plan in an effort to increase its effectiveness. Results will be shared with all stakeholders via email.

The committee will look at data such as:

- Data from surveys of CAHS grads on reasons for not meeting A-G grad requirements
- Student and parent attendance at grade level course selection presentations
- Percentage of CAHS graduates meeting the A-G requirements
- Percent of students taking Foundations of Physical Science
- Percentage of students who pass Math II who continue on and take Math III
- Number of A-G approved courses that we offer

Number of opportunities provided to CAHS students to visit 4-year colleges

The committee will determine next steps after reviewing the data and the effectiveness of the Action Plan. The Action Plan will be modified if needed and the results will be shared with all stakeholders via email.

2018-19 Actions/Services

A committee of Department Chairs, Academic Counselors from both the studio program and the online program, and Administrators will convene in the Fall of year 2 (2018-2019) to assess the effectiveness of the above practices and modify the Action Plan in an effort to increase its effectiveness. Results will be shared with all stakeholders via email.

The committee will look at data such as:

- Data from surveys of CAHS grads on reasons for not meeting A-G grad requirements
- Student and parent attendance at grade level course selection presentations
- Percentage of CAHS graduates meeting the A-G requirements
- Percent of students taking Foundations of Physical Science
- Percentage of students who pass Math II who continue on and take Math III
- Number of A-G approved courses that we offer

Number of opportunities provided to CAHS students to visit 4-year colleges

The committee will determine next steps after reviewing the data and the effectiveness of the Action Plan. The Action Plan will be modified if needed and the results will be shared with all stakeholders via email.

2019-20 Actions/Services

A committee of Department Chairs, Academic Counselors from both the studio program and the online program, and Administrators will convene in the Fall of year 3 (2019-2020) to assess the effectiveness of the above practices and modify the Action Plan in an effort to increase its effectiveness. Results will be shared with all stakeholders via email.

The committee will look at data such as:

- Data from surveys of CAHS grads on reasons for not meeting A-G grad requirements
- Student and parent attendance at grade level course selection presentations
- Percentage of CAHS graduates meeting the A-G requirements
- Percent of students taking Foundations of Physical Science
- Percentage of students who pass Math II who continue on and take Math III
- Number of A-G approved courses that we offer

Number of opportunities provided to CAHS students to visit 4-year colleges

The committee will determine next steps after reviewing the data and the effectiveness of the Action Plan. The Action Plan will be modified if needed and the results will be shared with all stakeholders via email.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$79,000	\$57,000	\$74,770
Source	Counselor and Department Chair	Counselor	Counselor
Budget Reference	0200-02	0200-02	0200-02

Goal 3 – Unchanged Goal

Action Plan Goal #3

Ensure that student and teachers are competent in the use of new technology and that teachers are aware of and trained in the use of progressive education-related technology tools to increase student engagement and achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: None

Identified Need:

Through our self-study process, we have identified the need to:

- Provide greater tech support and training for teachers
- Adopt and learn how to fully utilize a more education-friendly, comprehensive, and user-friendly learning management system (LMS) than our current use of wikis – a new LMS that will allow for online class discussions, online quizzes, online homework submission, direct communication with teachers without having to use email, and easy access to grades without having to log on to another website. Professional training will be needed. UPDATE: We have adopted Schoology and all teachers use Schoology daily.
- Give students digital discussion experience within their academic courses to increase college and career readiness for students at all achievement levels.
- Give students more exposure to online testing experiences to increase online test-taking comfort levels for state tests, college, and career.
- Help teachers identify additional education-related technology tools that can enhance student learning and engagement.
- Offer more technology training to teachers after identifying areas of teacher and student need.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Spring parent/student survey results indicating	100% of students have Schoology account;	100% students; 90% parents	100% students; 95% parents	100% students; 100% parents

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
student and parent use of Schoology and customer satisfaction levels with Schoology	85% of parents have created a Schoology account.			
Classroom observations and discussions with teachers to determine an increase in the use of education-related technology	75%	78%	81%	84%
Student performance on online SBAC tests.	ELA: 86% met or exceeded the standard Math: 60% met or exceeded the standard	+2% annually	+2% annually	+2% annually

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served:

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

All Students

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

A committee of Department Chairs, Academic Counselors from both the studio program and the online program, and Administrators will convene in the Fall of year 1 (2017-2018) to assess the effectiveness of the above practices and modify the Action Plan in an effort to increase its effectiveness. Results will be shared with all stakeholders via email.

The committee will look at data such as:

- Spring parent/student survey results indicating student and parent use of Schoology and customer satisfaction levels with Schoology
- Classroom observations and discussions with teachers to determine an increase in the use of education-related technology

Student performance on online tests such as SBAC, PSAT, AP, and benchmark exams

The committee will determine next steps after reviewing the data and the effectiveness of the Action Plan. The Action Plan will be modified if needed and the results will be shared with all stakeholders via email.

2018-19 Actions/Services

A committee of Department Chairs, Academic Counselors from both the studio program and the online program, and Administrators will convene in the Fall of year 2 (2018-2019) to assess the effectiveness of the above practices and modify the Action Plan in an effort to increase its effectiveness. Results will be shared with all stakeholders via email.

The committee will look at data such as:

- Spring parent/student survey results indicating student and parent use of Schoology and customer satisfaction levels with Schoology
- Classroom observations and discussions with teachers to determine an increase in the use of education-related technology

Student performance on online tests such as SBAC, PSAT, AP, and benchmark exams

The committee will determine next steps after reviewing the data and the effectiveness of the Action Plan. The Action Plan will be modified if needed and the results will be shared with all stakeholders via email.

2019-20 Actions/Services

A committee of Department Chairs, Academic Counselors from both the studio program and the online program, and Administrators will convene in the Fall of year 3 (2019-2020) to assess the effectiveness of the above practices and modify the Action Plan in an effort to increase its effectiveness. Results will be shared with all stakeholders via email.

The committee will look at data such as:

- Spring parent/student survey results indicating student and parent use of Schoology and customer satisfaction levels with Schoology
- Classroom observations and discussions with teachers to determine an increase in the use of education-related technology

Student performance on online tests such as SBAC, PSAT, AP, and benchmark exams

The committee will determine next steps after reviewing the data and the effectiveness of the Action Plan. The Action Plan will be modified if needed and the results will be shared with all stakeholders via email.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,424	\$00	\$9,000

Year	2017-18	2018-19	2019-20
Source	Schoology	Schoology	Schoology
Budget Reference	0200-03	0200-03	0200-03

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 324,996

<1 %

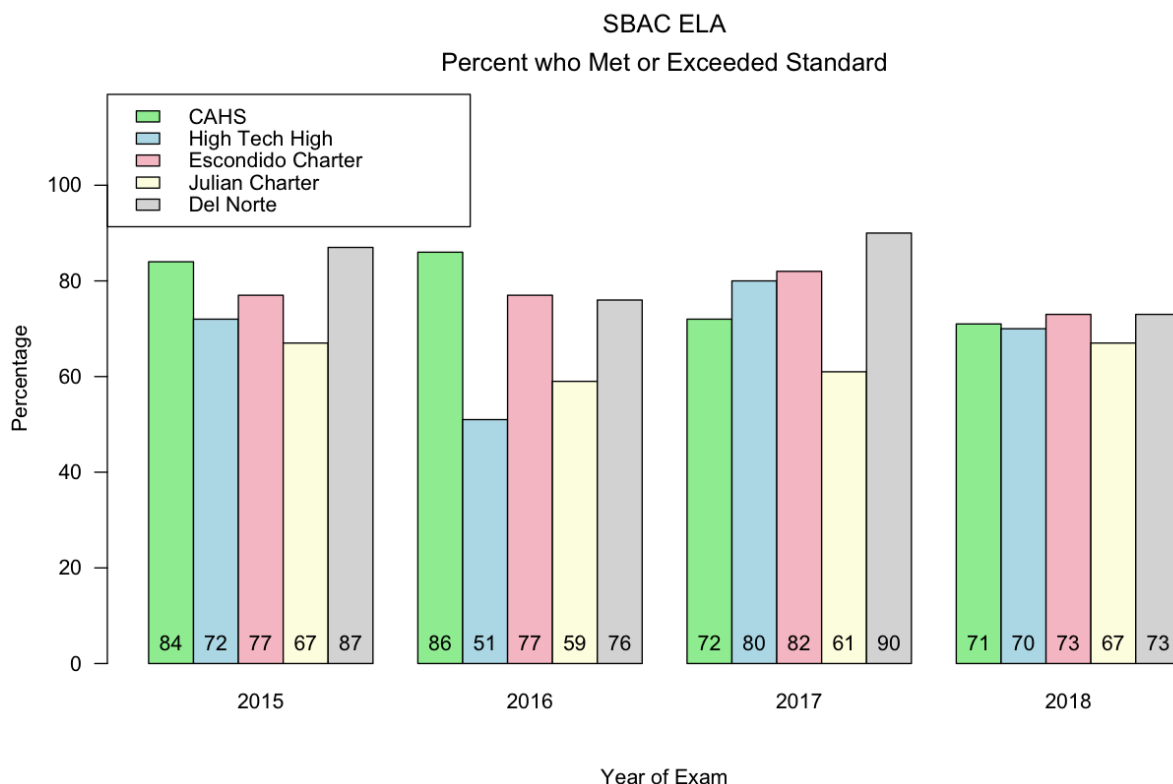
Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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).

Classical Academy High School serves a very small number of students identified as low-income pupils, foster youth and English learners. These students are spread proportionally throughout all grades, 9-12. The goals articulated and documented above will be carried out throughout our charter school programs; however targeted students will receive priority access to programs cited in the goals and action steps. While all programs are available to all students in our charter school data will be collected and analyzed to ensure targeted students are making progress as a result of the LCAP programs. The Charter is spending the LCAP allotment specifically on student improvement and well being with a focus on EL Students, foster/homeless youth, and low income students. All goals and actions are aimed toward increasing academic achievement, graduation rates, and use of progressive education-related technology tools.

Charts and Data for CAHS

CHART #1



SUMMARY OF THE DATA IN CHART #1

The percentage of all CAHS juniors who met or exceeded the SBAC ELA standard has decreased over the last three years from 86% in 2016 to 71% in 2018. This unexpected decrease has been the focus of much discussion, concern, and resolve to improve.

Many of the comparable schools (like Escondido Charter) and top-rated schools (like Del Norte) have also experienced interesting and wide fluctuations in ELA scores between 2015 and 2018. One possible explanation is that testing only one grade level per high school will result in scores that follow the same fluctuations as the academic strength of that year's junior class, while the scores of a high school over time indicate the academic strength of the school as a whole.

Efforts made to improve CAHS student achievement in ELA include:

One avenue of improvement is our commitment to identifying essential standards for each course and then teaching and re-teaching those essential standards until all students have shown evidence of mastery of those standards. This is part of the Professional Learning Community model that CAHS is adopting as of the fall of 2018. As we commit to providing mastery of essential standards to all students, our expectation (based on the achievement scores from schools who have adopted this model) is that both learning and test scores will improve.

In an effort to increase SBAC ELA scores as an indication of college and career readiness, departments such as History, World Languages, and VAPA have made a greater commitment to teaching and reviewing literacy skills as part of their regular curriculum. As essential standards are being identified for each course taught at CAHS, literacy standards are being added to all History, World Language, and VAPA courses.

We are committed to an ongoing shift in our thinking — that all students can and will achieve at high levels. We now understand that our belief in students has the highest effect on their individual and collective achievement.

We are committed to our own growth and investment in the knowledge and competency we have as teachers (and as a school) to educate all students at high levels. Through the work of our Professional Learning Community at CAHS, within our own department and with others, we are working to identify essential standards, develop common assessments, and develop our pedagogical effectiveness to ensure all students achieve.

We are committed to making it abundantly clear to our students what they are learning, why they are learning it, and how they can know when they have mastered the content. We are dedicated to helping students develop the skills necessary to achieve and will coach students through the learning process, empowering them to become more aware of how they learn best, the tools they can use when they find themselves stuck, and the ability to track their own growth.

In addition, we have begun to implement a new reading program in many of our ELA courses called Reader's Choice Method: Leveraging Self-differentiation for Effective and Engaging Reading Instruction. Reader's Choice Method encompasses the philosophy of many prominent educational leaders (Miller, Campbell, Beers & Probst, Lesesne) which argues that "children who love reading and see themselves as readers are the most successful in school and have the greatest opportunities in life" (Miller, 2014) We are hopeful that this emphasis on student-directed reading will have a positive impact on learning and student achievement scores including, but not limited to, SBAC ELA scores.

CHART #2

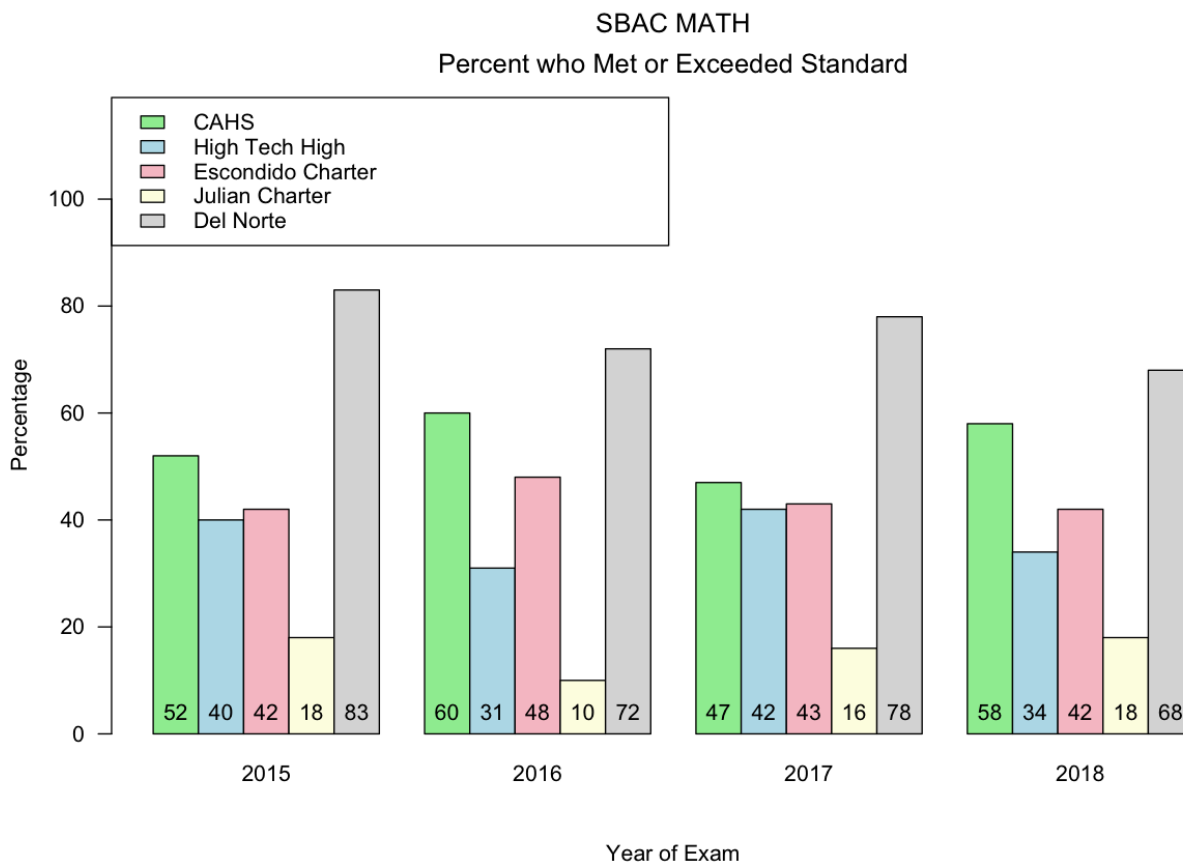
The Percentage of CAHS Students Who Met or Exceeded the SBAC ELA Standard By Academic Program and Testing Year

SBAC ELA	2016	2017	2018
Studio Program	89%	75%	73%
Online Program (CAO)	80%	73%	66%
All CAHS	86%	73%	70%

SUMMARY OF THE DATA IN CHART #2

The data in Chart #7 show that SBAC ELA scores decreased for CAHS overall and for both the Studio Program and the Online Program (CAO). Increasing student achievement in ELA is a priority across all CAHS academic programs moving forward.

CHART #3



SUMMARY OF THE DATA IN CHART #3

The percentage of all CAHS juniors who met or exceeded the SBAC Math standard has fluctuated within a 13% range over the last 3 years and has increased a net 6% from 52% in 2015 to 58% in 2018. CAHS SBAC math scores continue to exceed scores from comparable local high schools and lag behind the top-rated Del Norte High. The math department is diligent in their efforts to improve student achievement in math and is highly motivated to improve SBAC math scores.

Efforts made to improve student achievement in math include:

The math department disaggregates the SBAC math achievement data by claim areas (concepts and procedures, problem solving, modeling, data analysis, reasoning, communicating) to determine areas of mathematical practice that require extra time and attention. In addition, CAHS now uses SBAC interim block math assessments to both teach and test student understanding of these individual skills.

The math department disaggregates the SBAC math achievement data by math course enrollment. The data indicates that testers who are currently enrolled in Math III or above score notably more proficient than testers who are currently enrolled in Math II or lower. Although this is somewhat expected, the math department is exploring the possibility that there may be a shift in thinking and reasoning that we could attend to in Math II and lower that would help improve student achievement in math understanding and math scores on tests such as the SBAC. All CAHS Studio math courses will utilize more Interim Assessment Blocks so that we have more granular data on the skills and proficiencies that students have at each course level.

In the spring of 2019, all CAHS Studio math students in grades 9, 10, and 12 will (for the first time as a whole school) take the Interim Comprehensive Assessment for math. This will give us more data and allow us to compare the results of 9th, 10th, 11th, and 12th grade students within the same math

course so that we can see how a student's scores progress in each claim area. For example, if a student scored below standard in concepts and procedures while in Math II their junior year but then scores above standard in concepts and procedures during their senior year while in Math III we will be able to determine with more certainty the effect of each course.

We are committed to an ongoing shift in our thinking — that all students can and will achieve at high levels. We now understand that our belief in students has the highest effect on their individual and collective achievement.

We are committed to our own growth and investment in the knowledge and competency we have as teachers (and as a school) to educate all students at high levels. Through the work of our Professional Learning Community at CAHS, within our own department and with others, we are working to identify essential standards, develop common assessments, and develop our pedagogical effectiveness to ensure all students achieve.

We are committed to making it abundantly clear to our students what they are learning, why they are learning it, and how they can know when they have mastered the content. We are dedicated to helping students develop the skills necessary to achieve and will coach students through the learning process, empowering them to become more aware of how they learn best, the tools they can use when they find themselves stuck, and the ability to track their own growth.

CHART #4

Classical Academy High School A-G Graduation Rates

In Numbers of Students and Percentages of Students by Graduation Year

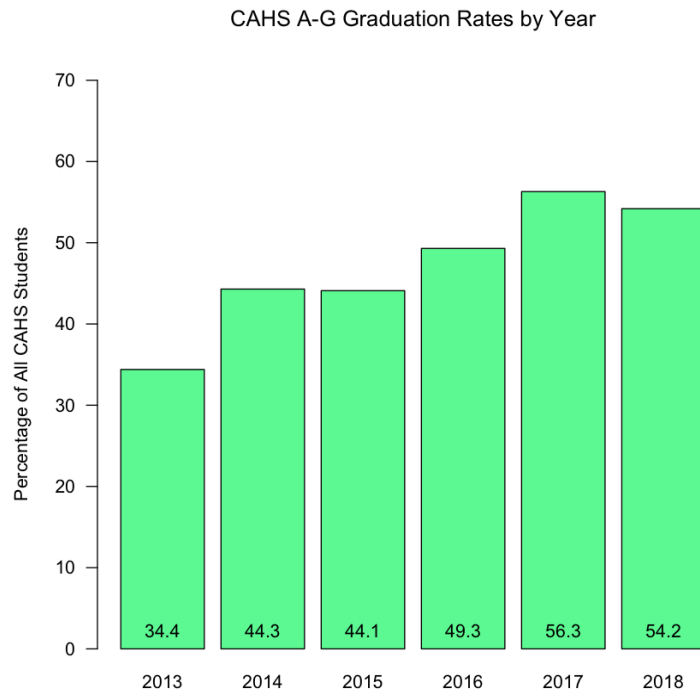
Graduation Year		ESCONDIDO CAMPUSES			*OCEANSIDE CAMPUSES		ALL
		STUDIO PROGRAM	CAO ONLINE	CAO IS	OCC ONLINE	OCC IS	CAHS OVERALL
2013	Numbers	42/114	----	0/8	----	----	42/122
2013	Percentages	36.8%	----	0%	----	----	34.4%
2014	Numbers	50/102	4/17	0/3	----	----	54/122
2014	Percentages	49.0%	23.5%	0%	----	----	44.3%
2015	Numbers	89/178	5/29	0/6	----	----	94/213
2015	Percentages	50.0%	17.2%	0%	----	----	44.1%
2016	Numbers	109/184	0/36	0/1	----	----	109/221
2016	Percentages	59.2%	0%	0%	----	----	49.3%
2017	Numbers	119/184	20/48	1/7	4/15*	0/2*	144/256
2017	Percentages	64.7%	41.7%	14.3%	26.7%	0%	56.3%
2018	Numbers	122/196	14/46	1/11	----	----	137/253
2018	Percentages	62.2%	30.4%	9.1%	----	----	54.2%

The Oceanside online program (OCC) had its first graduating class in the year 2017. During the spring of 2017, the Oceanside online program was granted it's own high school charter and became Coastal Academy High School in the summer of 2017.

SUMMARY OF THE DATA IN CHART #4

The overall A-G graduation rate over the last three years has increased 9.9% from 44.1% in 2015 to 54.2% in 2018. This is an average increase in A-G graduation rate of 3.3 % per year over the last three years. One of our Schoolwide Action Plan goals was to increase the CAHS A-G graduation rate by 2% per year. This goal has been met and exceeded and we are committed to continuing our efforts to increase our A-G graduation rate. A more visual representation of the overall CAHS A-G graduation rate data is given in Chart #5.

CHART #5



SUMMARY OF THE DATA IN CHART #5

Chart #5 is a visual representation of the overall CAHS A-G graduation rate data from Chart #4. The overall A-G graduation rate over the last three years has increased 9.9% from 44.1% in 2015 to 54.2% in 2018. This is an average increase in A-G graduation rate of 3.3 % per year over the last three years.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

Students to be Served

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

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools

operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

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

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

(2) The total number of cohort members.

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

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

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

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

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

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