

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)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Empower Charter School		
Contact Name and Title	Demi Brown, Executive Director	Email and Phone	dbrown@empowercharter.org 858-292-1304

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Empower Charter School is an independent public charter school serving grades TK-6 in the socio-economically distressed community of Linda Vista. We opened our doors in the Fall of 2014 to serve 68 students and grew to 129 students during the 2017-18 school year.

We value the diversity of our community, and 70% of our students reside in the Linda Vista neighborhood. At Empower Charter School, 49% are English Learners and 78% are Socioeconomically Disadvantaged. Approximately 11% of students at Empower Charter School have disabilities. We serve an ethnically diverse community of students comprised of: 7% African-American, 2% Asian, 80% Hispanic or Latino, 9% white, and 2% two or more races.

The vision of Empower Charter School is to empower generations of creative thinkers and effective communicators who lead healthy and fit lifestyles.

Our mission: Our caring school community will provide students from all backgrounds with an educational experience that honors multilingualism, critical thinking, and fitness. Our students will explore and question in a writing-centered, creative, and collaborative learning environment.

Providing an exceptional education and the highest level of service to our stakeholders are reflected in our vision and mission. Empower offers an inquiry-based Spanish dual language immersion program with a health and fitness focus. Spanish Immersion programs are supported by decades of research demonstrating they are one of the most effective in closing achievement gaps for all students, including English Learners and students with disabilities. Our school also addresses the childhood obesity epidemic, which has higher rates in impoverished areas, by providing students with a robust fitness and health program. The fitness program includes a CrossFit Kids program and gardening class. Our caring school community provides every child with individualized attention and support in a nurturing, safe setting. This model calls for a close school-family relationship, where parents are viewed and treated as partners.

LCAP HIGHLIGHTS

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

At Empower Charter School this year we are maintaining our focus on providing each and every student with the educational climate and support they need to be successful. From building capacity and leadership to providing top quality classroom instruction (Goal 1, Actions 1 and 2), meeting student needs is our priority.

Students with disabilities, English Learners, and students who are from socioeconomically disadvantaged, homeless or foster families will receive additional supports to help them reach their potential. These include additional professional learning for teachers and staff (Goal 1, Action 4), standards-aligned instructional materials (Goal 1, Action 3) and a supportive school environment. (Goal 3, Action 1).

REVIEW OF PERFORMANCE

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

Empower Charter School is proud of the growth we have shown as measured by the NWEA MAPs assessment, a national normed standardized assessment.

NWEA MAP Assessment Growth Summary 2016-17
Grades TK-3 (Spanish Immersion Pathway)

	All Students	English Learners	Socio-economically disadvantaged
Math			
Growth demonstrated	92%	91%	87%
Reading			
Growth demonstrated	91%	89%	83%
Language			
Growth demonstrated	95%	94%	88%

- 100% of students in Grades 1 and 2 demonstrated growth in Reading and Math.

**test available for Grades 2 and 3 only*

GREATEST PROGRESS

MAP Assessment Growth Summary 2016-17 Grades 4-6 (Spanish Elective Pathway)

	All Students	English Learners	Socio-economically disadvantaged
Math			
Growth demonstrated	89%	89%	88%
Reading			
Growth demonstrated	83%	81%	88%
Language			
Growth demonstrated	83%	93%	88%

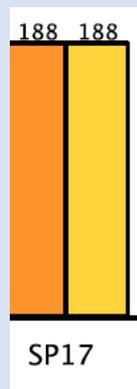
Empower Charter School students also out-performed the nation in their growth on the 2016-17 MAPs assessments as demonstrated by the chart below.

Empower Students' Academic Growth Exceeds National Norms

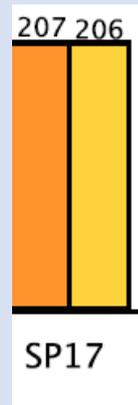
Key



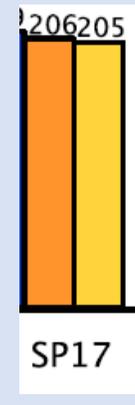
2nd Grade Reading Scores on Par with Nation!



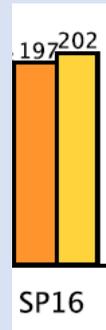
4th Grade Language Outperforms Nation!



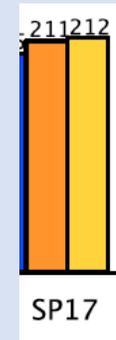
4th grade Reading Outperforms Nation!



4th grade Math started 5 points below nation norm



4th grade Math ended within 1 point of nation!



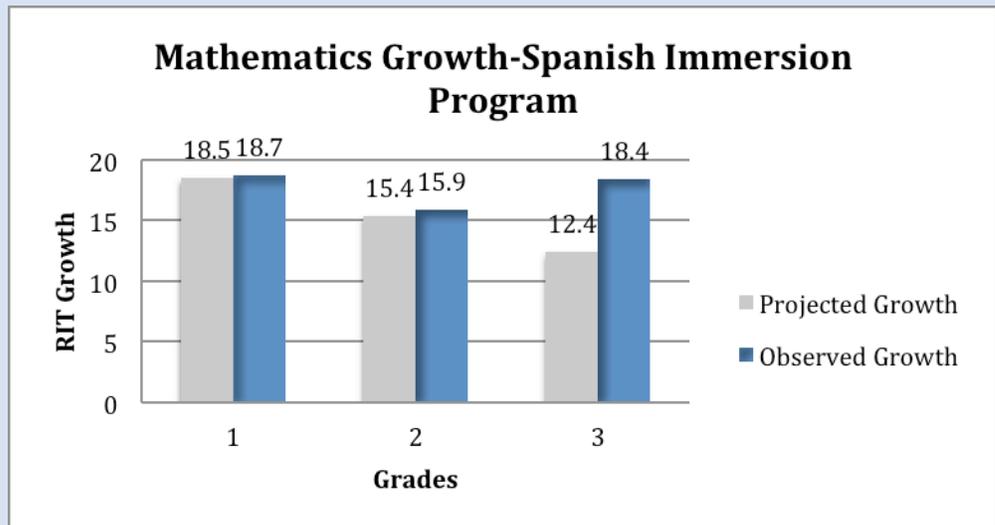
Students in Grades 1, 2, 3, 5, and 6 all exceeded the projected growth. Grades 3, 5, and 6 are in the 90th percentile for growth!

Key

 District Grade Level Mean RIT	 Norm Grade Level Mean RIT
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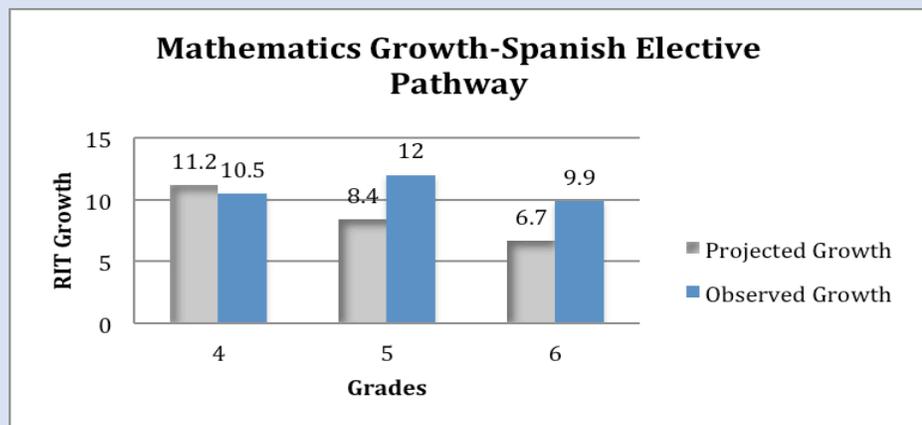
Spanish Immersion Program –Math Growth

Grade	Observed Growth	Projected Growth	Growth Percentile
1	18.7	18.5	53
2	15.9	15.4	60
3	18.4	12.4	99



Spanish Elective Pathway Math Growth

Grade	Observed Growth	Projected Growth	Growth Percentile
4	10.5	11.2	37
5	12.0	8.4	92
6	9.9	6.7	93



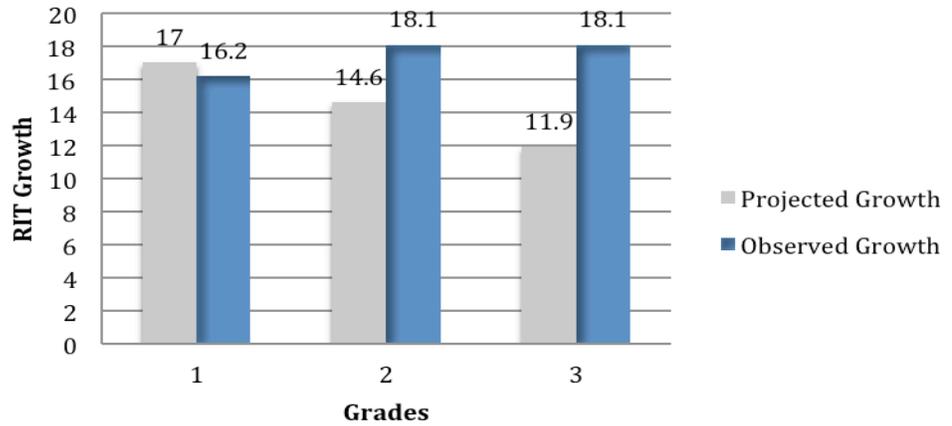
MAPS Growth Data - Reading

Students in Grades 2, 3, 4, 5, and 6 all exceeded the projected growth. Grades 2, 3, 4, 5, and 6 are in above the 90th percentile for growth!

Spanish Immersion Program –Reading Growth

Grade	Observed Growth	Projected Growth	Growth Percentile
1	16.2	17	38
2	18.1	14.6	93
3	18.1	11.9	99

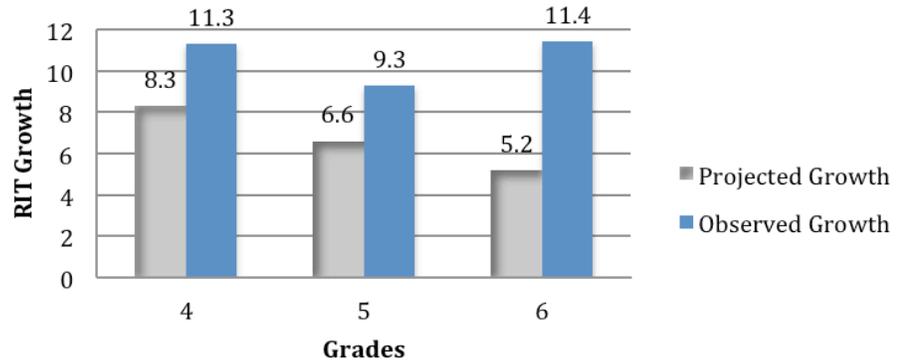
Reading Growth-Spanish Immersion Program



Spanish Elective Pathway –Reading Growth

Grade	Observed Growth	Projected Growth	Growth Percentile
4	11.3	8.3	97
5	9.3	6.6	94
6	11.4	5.2	99

Reading Growth-Spanish Elective Pathway



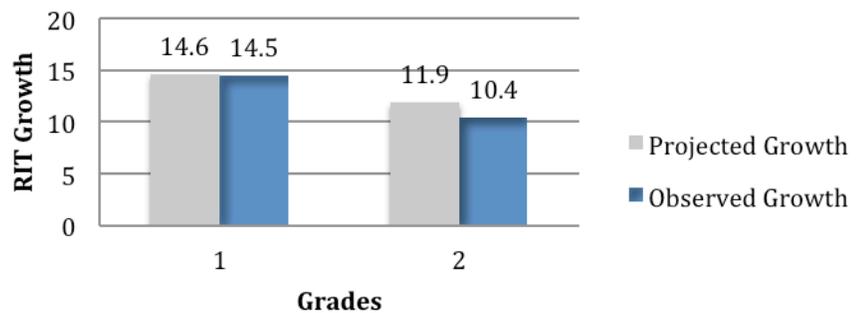
MAPS Growth Data - Language

Students in the Spanish Immersion program are within a few points of expected growth targets of their peers in an English only program.

Spanish Immersion Program –Language Growth

Grade	Observed Growth	Projected Growth	Growth Percentile
2	14.5	15.9	29
3	10.4	12.5	16

Language Growth-Spanish Immersion Program

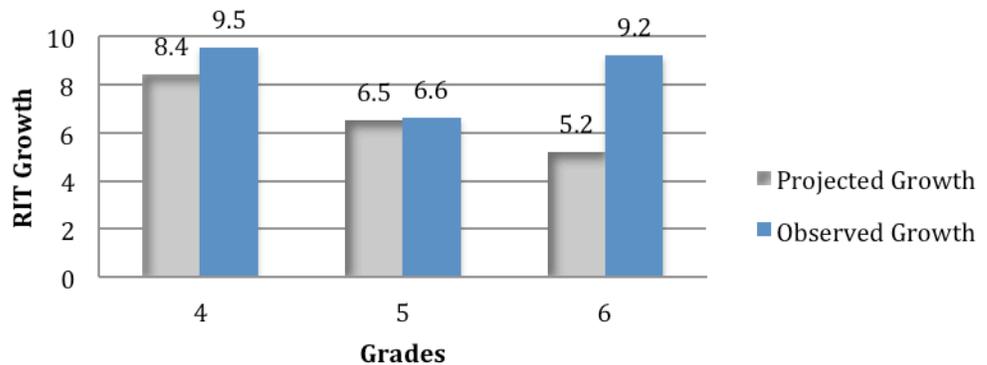


Students in Grades 4, 5, and 6 all exceeded the projected growth. Grade 6 is in the 99th percentile for growth!

Spanish Elective Pathway –Language Growth

Grade	Observed Growth	Projected Growth	Growth Percentile
4	9.5	8.4	76
5	6.6	6.5	52
6	9.2	5.2	99

Language Growth-Spanish Elective Pathway



We believe the LCAP Goal 1 Action 4 contributed to this success with a focus on professional development and small group instruction. Another factor in this success was LCAP Goal 2, Action 1 with a focus on tracking and assessing student academic growth.

English Learners are also making progress at Empower Charter School. Fifteen percent of English Learners were reclassified to fluent English Proficient during the 2017-18 school year, this was the highest reclassification rate of any district or charter elementary school in San Diego. We believe the LCAP Goal 2 Action 2 with a focus on meeting the needs of English Learners contributed to this success.

Empower Charter School increased its performance in math by 2% meeting/exceeding standards on the 2017 CAASPP assessment and also increased performance 16% meeting/exceeding standards in English Language Arts. In addition, 38.89% of English Learners met the standards in English Language Arts, this is a significant accomplishment when compared to the district's 21.83% meeting/exceeding and the state's 12.09% meeting/exceeding standards. In addition, 40% of students improved by an entire performance level in English or Math on the CAASPP, and nearly all students improved their scale scores in both English and Math.

The California Charter Schools Association (CCSA) has created a decile statewide and similar schools ranking based on the school wide average distance from 3. This data shows that Empower Charter School has the highest ranking of 10 when compared to other schools' with similar demographics across the state. The table below shows how Empower compared with the neighborhood district and charter school.

School	Statewide Rank (2017) (this is equivalent to a statewide rank out of 10, based on the school wide average Distance from Level 3)	Similar Students Rank (2017) (this is equivalent to a similar schools. Note this was calculated using scale scores and demographics of students served.)
Empower Charter	4	10
Linda Vista	3	9
San Diego Cooperative Charter	7	1

We believe our focus on small group instruction and integration of technology has been a pinnacle of our success. Based on the data, we launched a school wide guided math program during the 2017-18 school year and we have been able to provide targeted academic support for all learners with this approach.

Survey results of our parent community show that **100% of parents believe we offer a high quality education program, and 90% of parents have seen**

academic growth in their child. We believe the LCAP Goal 1 Action 4, with a focus on professional development and small group instruction, contributed to this success.

In addition to academic growth, students at Empower Charter School are demonstrating the success of our program's focus on fitness and health. On the 2017 California Physical Fitness Test, our **5th grade students' scores were among the highest in the state** with 92% meeting 4 out of 6 fitness standards. We attribute this success to LCAP Goal 2's expected annual measurable outcome 5, which focuses on access to a broad course of study, including athletics and wellness.

The positive school climate is another success we celebrate at Empower Charter School. Survey results on safe school environment, school connectedness, and supportive school environment were high among students, parents, and staff as shown below.

The California Healthy Kids Survey and California School Staff Survey were administered. The parent survey was school-created.

Survey Results:

	Safe School Environment	School Connectedness	Supportive School Environment
Students	79%	71%	71%
Parents	98%	97%	98%
Staff	100%	100%	100%

We attribute this success to Action 1 in LCAP Goal 3, which focuses on implementing Restorative Practices and parent engagement.

We also note that the student survey results are tabulated based on students who agree with the survey questions all or most of the time, however if we were to include those who agree "some of the time" with the question, the percentages would be more equivalent to those shared by parents and staff.

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

GREATEST NEEDS

The state dashboard shows orange performance category for English Language Arts and Mathematics.

While our students showed an overall 2% gain in those who met/exceeded math and 16% gain in those who met/exceeded English Language Arts, when compared to others, this performance still falls in the orange performance category. When the data is disaggregated, it shows that English Learners improved their performance. Based on the data, math was an area of focus, and this school year we launched a school wide guided math program to teach students in small groups and introduced *Number Talks* to build math reasoning and fluency skills.

The state CAASPP assessment reveals slight variances in achievement among student subgroups for English Language Arts, however all subgroups are performing similarly in Math. The achievement gaps were overall improved during the 2017 testing year.

Average Distance from Level 3- CAASPP

Subject	All Students	English Learners	Socioeconomically disadvantaged
English Language Arts	-36 (maintained)	-40.2 (improved 14.3 pts)	-45.4 (maintained)
Math	-52 (maintained)	-51.1 (improved 4.5 pts)	-51.9 (improved 3.5 pts)

We believe that continuing our focus on small group instruction, using formative assessments to guide instruction, and incorporating technology as a tool for learning will continue to result in achievement gaps continuing to narrow over time. These actions are part of LCAP Goal 2.

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

PERFORMANCE GAPS

In 2017, our school had 42 students testing in Grades 3-6, and this small number did not yield enough data for the state to be able to group our students into color levels. An analysis of our local data shows that students of all subgroups are improving at similar rates. State data shows performance gaps (see “Greatest Needs”) and we plan to address these gaps through small group instruction and formative assessment strategies as outlined in LCAP Goal 2.

INCREASED OR IMPROVED SERVICES

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

- The most significant ways we plan to meet the needs of EL, FY and LI students are:
- Teachers will analyze unduplicated student data during PLC’s, collaborate to refine instructional practices, and ensure proper scaffolding and/or intervention supports are provided.
 - Provide supplemental instruction and intervention to unduplicated students to develop general academic and discipline-specific vocabulary, language, and content knowledge.
 - Provide materials, software, or technology as needed to supplement instruction for unduplicated students.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,720,581
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$958,540

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

General operating expenses such as child nutrition program, utilities, oversight fees, and fiscal related services, and certain classified staff salaries are not reflected in the LCAP. Communications, advertising, field trips, and after-school program costs were also not included.

\$1,275,067	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

All students will receive instruction from appropriately credentialed teachers, will have sufficient access to standards-aligned instructional materials, and will learn in a functional academic environment.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL 1

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 100% of teachers will hold appropriate credentials.
2. 100% of teachers will participate in at least 20 hours of professional learning each year
3. All students, including English Learners, have access to California content standards-aligned curricula and instructional materials (including ELD standards) to gain content knowledge and English language proficiency as measured by daily schedules and curricula inventories.
4. All sites will meet required operating standards, overall score of at least "Good" as measured by FIT.

ACTUAL

1. 100% of teachers held appropriate credentials. - met
2. 100% of teachers participated in at least 20 hours of professional learning - met
3. All students, including English Learners, had access to California content standards-aligned curricula and instructional materials (including ELD standards) to gain content knowledge and English language proficiency as measured by daily schedules and curricula inventories. - met
4. All sites met required operating standards using the FIT tool as part of the SARC. Overall score: Good -met

ACTIONS / SERVICES

Action **1**

Actions/Services	<p>PLANNED</p> <p>Employ and recruit highly qualified teachers and administrators.</p>	<p>ACTUAL</p> <p>Highly qualified teachers and administrators were recruited and employed.</p>
Expenditures	<p>BUDGETED</p> <p>\$503,178 LCFF BASE; LCFF S/C; EPA; LOTTERY 1000-1999 Certificated Salaries</p>	<p>ESTIMATED ACTUAL</p> <p>\$496,631 LCFF BASE; LCFF S/C; EPA; LOTTERY 1000-1999 Certificated Salaries</p>

Action **2**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Provide Special Education Services: <ul style="list-style-type: none"> ▪ Educational Specialist services ▪ Occupational Therapist services ▪ Speech Therapy services ▪ Psychologist services ▪ Other services as determined by an Individualized Education Plan (IEP) 	<p>ACTUAL</p> <p>Special education services were provided:</p> <ul style="list-style-type: none"> ▪ Educational Specialist ▪ Occupational Therapist ▪ Speech Therapist ▪ Psychologist/Counselor – provided Mental Health Services ▪ Adaptive Physical Education ▪ Other services as determined by an Individualized Education Plan (IEP) – 1:1 aide
Expenditures	<p>BUDGETED</p> <p>\$134,000 SPED; MENTAL HEALTH FUNDS 1000-1999 Certificated Salaries 2000-2999 Classified Salaries 5000-5999 Services and Other Operating Expenses</p>	<p>ESTIMATED ACTUAL</p> <p>\$180,383 SPED; MENTAL HEALTH FUNDS 1000-1999 Certificated Salaries 2000-2999 Classified Salaries 5000-5999 Services and Other Operating Expenses</p>

Action

3

Actions/Services

PLANNED

- Provide Common Core aligned curriculum and instructional materials that meet the needs of all students, including unduplicated students.
- Provide English learners with access to ELD standards-aligned instructional materials.

ACTUAL

- Provided Common Core aligned curriculum and instructional materials that meet the needs of all students, including unduplicated students.
- Provided English learners with access to ELD standards-aligned instructional materials.

Expenditures

BUDGETED
 \$10,000.00
 LCFF BASE; LCFF S/C
4000-4999 Books and Supplies

ESTIMATED ACTUAL
 \$11,121
 LCFF BASE; LCFF S/C
4000-4999 Books and Supplies

Action

4

Actions/Services

PLANNED

Professional Development:

- Provide teachers with at least 20 hours of Professional Development related to implementation of state standards, formative and summative assessment, differentiation, meeting the needs of English learners, inquiry-based learning, restorative practices, and integration of technology.

ACTUAL

Professional Development:

- Provided teachers and administrators with at least 20 hours of Professional Development related to implementation of state standards, formative and summative assessment, differentiation, meeting the needs of English learners, inquiry-based learning, restorative practices, and integration of technology.

Expenditures

BUDGETED
 \$15,000
 LCFF BASE; LCFF S/C
5000-5999 Services and Other Operating Expenses

ESTIMATED ACTUAL
 \$20,232
 LCFF BASE; LCFF S/C, Title II
5000-5999 Services and Other Operating Expenses

Actions/Services

PLANNED

Facilities:

- Lease costs for private site and costs for Prop 39 district-site to ensure a safe and clean campus.
- IT services to ensure continued sufficient bandwidth for schoolwide technology (curriculum) implementation and administration of SBAC/CAASPP state mandated testing implementation.
- Provide for operational materials and supplies as needed.

ACTUAL

Facilities:

- Paid lease costs for private site and costs for Prop 39 district-site to ensure a safe and clean campus.
- Provided IT services to ensure continued sufficient bandwidth for schoolwide technology (curriculum) implementation and administration of SBAC/CAASPP state mandated testing implementation.
- Provided for operational materials and supplies as needed.

Expenditures

BUDGETED

\$141,000
 SB 740; LCFF
5000-5999 Services and Other Operating Expenses

ESTIMATED ACTUAL

\$141,402
 SB 740; LCFF
5000-5999 Services and Other Operating Expenses

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and services were implemented.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services were effective in meeting all measurable outcomes of the goal.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	A personnel change warranted the slight decrease in salaries. More special education services were required than had been anticipated. The school obtained a more competitive quote for IT services and costs were lower than expected. The school launched additional professional development based on needs, which resulted in a higher cost to the school than initially anticipated, including costs for induction programs.
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.	Action items to be added to address professional development for instructional support team members; continued conversations with the district relating to facilities for all students; and increase budget for more school psychologist/mental health services.

Goal 2

Empower Charter School will accelerate student achievement through high quality instruction and enrollment in a broad course of study that includes fitness, wellness, and college and career development activities, as well as multicultural, multilingual experiences.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL 1, 2

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. ECS will reduce the number of students continuously enrolled and testing who do not meet or exceed standards by 10% every year as measured by the CAASPP in English Language Arts and Mathematics.
2. ELs achieving proficiency in English: Establish ELPAC baseline.
3. EL reclassification rate: Establish ELPAC baseline.
4. At least 70% of students demonstrate growth on benchmark examinations in Reading and Math, including EL and SED students.
5. 100% of students have access to a broad course of study, including athletics and wellness.

ACTUAL

1. ECS reduced the number of students continuously enrolled and testing who did not meet or exceed standards by 35% as measured by the CAASPP in English Language Arts and reduced by 15% in Mathematics. - met
2. The ELPAC was administered to ELs in order to establish a new baseline. - met
3. The ELPAC was administered to ELs in order to establish a new baseline. - met
4. More than 70% of students demonstrated growth on benchmark examinations in Reading and Math, including EL and SED students (see tables below for specific breakdowns). - met

NWEA MAP Assessment Growth Summary 2016-17
 Grades TK-3 (Spanish Immersion Pathway)

	All Students	English Learners	Socio-economically disadvantaged
Math			
Growth demonstrated	92%	91%	87%
Reading			
Growth demonstrated	91%	89%	83%
Language			
Growth demonstrated	95%	94%	88%

- 100% of students in Grades 1 and 2 demonstrated growth in Reading and Math.

**test available for Grades 2 and 3 only*

MAP Assessment Growth Summary 2016-17 Grades 4-6 (Spanish Elective Pathway)

	All Students	English Learners	Socio-economically disadvantaged
Math			
Growth demonstrated	89%	89%	88%
Reading			
Growth demonstrated	83%	81%	88%
Language			
Growth demonstrated	83%	93%	88%

5. 100% of students had access to a broad course of study, including athletics and wellness. - met

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

Actions/Services

PLANNED
Tracking and Assessing Student Academic Growth:
<ul style="list-style-type: none"> Administer NWEA MAP Assessments in ELA & Math at least 2 times per year for grades K-6. Administer Running Records to monitor student reading levels (DRA) at least twice per year. Administer CELDT/ELPAC assessment for students whose Home Language Survey identifies a language other than English. Subscribe to a Data Assessment System for

ACTUAL
Student Academic Growth was assessed and tracked:
<ul style="list-style-type: none"> Administered NWEA MAP Assessments in ELA & Math 3 times per year for grades K-6. Administered Running Records to monitor student reading levels (DRA) three times per year. Administered CELDT and ELPAC assessments for students whose Home Language Survey identifies a language other than English. Subscribed to a Data Assessment System for Common Core

Expenditures

<p>Common Core aligned assessments in ELA/Math, and develop longitudinal student reports to monitor student performance by subgroup and grade level.</p> <ul style="list-style-type: none"> • Conduct regular data analysis in PLCs to track student growth and needs. 	<p>aligned assessments in ELA/Math, and developed longitudinal student reports to monitor student performance by subgroup and grade level.</p> <ul style="list-style-type: none"> • Conducted regular data analysis in PLCs to track student growth and needs.
<p>BUDGETED</p> <ul style="list-style-type: none"> • \$4,375 LCFF BASE 4000-4999 Books and Supplies 	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • \$5,212 LCFF BASE 4000-4999 Books and Supplies

Action

2

Actions/Services

<p>PLANNED</p> <p>Meeting needs of Unduplicated Students (EL, FY, LI):</p> <ul style="list-style-type: none"> • Teachers will analyze unduplicated student data during PLC's, collaborate to refine instructional practices, and ensure proper scaffolding and/or intervention supports are provided. • Monitor EL/RFEP progress, reclassify eligible EL's and ensure teachers implement effective classroom strategies. • Provide supplemental instruction and intervention to unduplicated students to develop general academic and discipline-specific vocabulary, language, and content knowledge. • Communicate with parents/families regarding unduplicated student performance and progress. • Provide materials, software, or technology as needed to supplement instruction for unduplicated students. 	<p>ACTUAL</p> <p>Meeting needs of Unduplicated Students (EL, FY, LI):</p> <ul style="list-style-type: none"> • Teachers analyzed unduplicated student data during PLC's, collaborated to refine instructional practices, and ensured proper scaffolding and/or intervention supports were provided. • EL/RFEP progress was monitored, reclassified eligible EL's and ensured teachers implemented effective classroom strategies. • Provided supplemental instruction and intervention to unduplicated students to develop general academic and discipline-specific vocabulary, language, and content knowledge. • Communicated with parents/families regarding unduplicated student performance and progress. • Provided materials, software, or technology as needed to supplement instruction for unduplicated students.
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Expenditures

BUDGETED

- See Goal 1 for 4000-4999 Books and Supplies
- See Goal 1 for 1000-1999 Certificated Salaries LCFF S/C

ESTIMATED ACTUAL

- **1000-1999** Certificated Salaries accounted for in Goal 1
- **4000-4999** Books and Supplies accounted for in Goal 1 LCFF S/C; Title III

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions/services were implemented.

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

The actions/services were effective in meeting, and even exceeding all measurable outcomes of the goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Very minor difference in cost for the NWEA MAPs assessment system.
Difference in cost for the Illuminate Data Assessment System.

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

The goal will remain the same for the coming year.

Goal 3

Empower Charter School will maintain a welcoming, engaging, and inclusive climate and culture that honors student voice and family perspectives.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL 2, 3

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Maintain a minimum of 95% attendance.
2. Maintain suspension rate under 10%
3. Maintain expulsion rate under 2%
4. Maintain high levels of safety and school connectedness: 50%+ positive survey results for students, parents, and staff.
5. Provide parents with opportunities for decision-making input through regular meetings of SSC, ELAC, and other parent groups.
6. At least 50% of parents participate in volunteer opportunities.
7. Maintain chronic absenteeism rate under 10%.

ACTUAL

1. Attendance was 95.75% at P2 reporting period. -met
2. Suspension rate: 3.5% (5 out of 142 students) - met
3. Expulsion rate: 0%. - met
4. Maintained high levels of safety and school connectedness: with over 50% positive survey results for students, parents, and staff. – met

The California Healthy Kids Survey and California School Staff Survey were administered. The parent survey was school-created.

Survey Results:

	<i>Safe School Environment</i>	<i>School Connectedness</i>	<i>Supportive School Environment</i>
Students	79%	71%	71%
Parents	98%	97%	98%
Staff	100%	100%	100%

5. Provided parents with opportunities for decision-making input through regular meetings of SSC, ELAC, and other parent groups. - met
6. 50.5% of parents participated in volunteer opportunities. -met

7. Chronic absenteeism rate: 15 out of 142 students were chronically absent. Two of the students missed 1 day out of the 8 days enrolled. This resulted in a 10.5% overall school chronic absenteeism rate. Removing those 2 students would result in 13 out of 141 students chronically absent, which is 9%. – partially met

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**

Actions/Services

PLANNED	ACTUAL
<p><u>School climate:</u></p> <ul style="list-style-type: none"> ▪ Central office staff share home-to-school communications with families and facilitate a warm and welcoming atmosphere. Communications provided as needed in Spanish. ▪ Monitor school attendance rates daily. ▪ Implement Character Education. Design daily and weekly class meetings that focus on “Character Keys for Success.” Implement Character Traits through lessons introduced in class meetings. Monthly themes will be presented to parents with useful strategies to implement at home. ▪ Implement Restorative Justice program. ▪ Host monthly student-led assemblies and Student Recognition Awards. ▪ Administer annual survey to assess school climate and obtain feedback and input from students. <p>Empower engages parent participation, and input through:</p> <ul style="list-style-type: none"> ▪ regular parent workshop(s) and/or meetings ▪ hosting student/parent orientation at the beginning of the school year. ▪ administering annual parent survey to obtain 	<p><u>School climate:</u></p> <ul style="list-style-type: none"> ▪ Central office staff shared home-to-school communications with families and facilitated a warm and welcoming atmosphere. Communications were provided as needed in Spanish. ▪ School attendance rates were monitored daily. ▪ Implemented Character Education. Designed daily and weekly class meetings that focused on “Character Keys for Success.” Implemented Character Traits through lessons introduced in class meetings. Monthly themes were presented to parents with useful strategies to implement at home. ▪ Implemented Restorative Justice program. ▪ Students were recognized and received awards during assemblies. ▪ Administered annual survey to assess school climate and obtain feedback and input from students. <p>Empower engaged parent participation, and input through:</p> <ul style="list-style-type: none"> ▪ regular parent workshop(s) and/or meetings ▪ hosting student/parent orientation at the beginning of the school year. ▪ administering annual parent survey to obtain feedback and input about the school’s program. ▪ Provided advisory committees: <ul style="list-style-type: none"> ○ Hosted at least 2 English Language Advisory Committee (ELAC) meetings annually.

Expenditures

- feedback and input about the school's program.
- Provide advisory committees:
 - Host at least 2 English Language Advisory Committee (ELAC) meetings annually.
 - Host at least 2 School Site Council (SSC) meetings annually.

- Hosted at least 2 School Site Council (SSC) meetings annually.

BUDGETED
\$81,000
LCFF BASE; LCFF S/C
2000-2999 Classified Salaries

ESTIMATED ACTUAL
\$87,063
LCFF BASE; LCFF S/C
2000-2999 Classified Salaries

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions/services were implemented.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services were effective in meeting the measurable outcomes.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Classified staff worked more overtime than anticipated to meet school goals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The outcome for chronic absenteeism will be adjusted based on the rate from the 2017-18 school year (see Goal 3, Action 1).

Stakeholder Engagement

LCAP Year 2017–18 2018–19 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?

The involvement process in developing the 2018-19 LCAP goals, actions and services has included the participation, feedback and input from stakeholders (students, parents/guardians, staff, and community) including those representing unduplicated students and subgroups. The involvement process included, but was not limited, to:

- Ongoing conversations throughout the year during regular parent meetings
- School Site Council (SSC) meetings four times per year, English Language Advisory Committee (ELAC) meetings 3 times per year; and monthly Board of Directors meetings.
- Discussions on LCAP survey findings to stakeholders with the opportunity for feedback
- Discussions on student assessments results with stakeholders during parent, advisory, staff and governing board meetings
- Determining whether goals need revision based on findings from data
- Making revisions and aligning the LEA budget to the 8 State Priorities and activities identified.
- Discussions with Student Council input/feedback on school culture, academic performance, and SBAC/CAASPP feedback.

An LCAP online survey was administered during the months of March- May 2018 and provided to parents in Spanish & English. There were a total of 123 respondents comprised of:

- 66 Parents (67% of families participated)
- 42 Students out of 48 students (88% of students in grades 3-6)
- 15 Staff (total of 15 staff)

Socioeconomic factors including race/ethnicity were identified in the LCAP survey to ensure subgroups were included as well as representatives from all stakeholder groups, especially students. Findings were shared with stakeholders. All meetings are documented with sign-in sheets and agendas.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The stakeholder feedback and review of data informed the development of LCAP goals, actions, and services.

The engagement process re-affirmed the goals that we had in place and the need to continue our work in these 3 goals as well as our focus on using growth-related metrics. Staff and parents provided input into budget needs as it relates to school LCAP goals and increases were made to the school's psychologist/mental health services in accordance with that need being identified (Goal 1, Action 2). Staff feedback also indicated the need for increased training related to meeting the needs of special needs students and for instructional support staff, and that was added to Goal 1, Action 4. In addition, feedback from all stakeholders indicated the desire to continue facilities collaborations with the district and this was added to Goal 1, Action 5.

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.

New Modified Unchanged

Goal 1

All students will receive instruction from appropriately credentialed teachers, will have sufficient access to standards-aligned instructional materials, and will learn in a functional academic environment.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _1_____

Identified Need

The school needs high quality instructors who know their content well and who know how to teach effectively. The physical environment and the instructional materials available for teachers enhance learning.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. 100% appropriately credentialed teachers	1. 100% appropriately credentialed teachers.	1. 100% of teachers will hold appropriate credentials.	1. 100% of teachers will hold appropriate credentials.	1. 100% of teachers will hold appropriate credentials.
2. 100% of teachers will participate in at least 20 hours of professional learning each year	2. 100% of teachers participate in at least 20 hours of professional learning each year	2. 100% of teachers will participate in at least 20 hours of professional learning each year	2. 100% of teachers will participate in at least 20 hours of professional learning each year	2. 100% of teachers will participate in at least 20 hours of professional learning each year
3. All students, including English Learners, have access to California	3. All students, including English Learners have access to California content standards-aligned curricula	3. All students, including English Learners, have access to California content standards-aligned curricula and	3. All students, including English Learners, have access to California content standards-aligned curricula and	3. All students, including English Learners, have access to California content standards-aligned curricula and

<p>content standards-aligned curricula and instructional materials (including ELD standards) to gain academic content knowledge and English language proficiency as measured by daily schedules and curricula inventories.</p>	<p>and instructional materials, (including ELD standards) to gain academic content knowledge and English language proficiency as measured by daily schedules and curricula inventories.</p>	<p>instructional materials (including ELD standards) to gain academic content knowledge and English language proficiency as measured by daily schedules and curricula inventories.</p>	<p>instructional materials (including ELD standards) to gain academic content knowledge and English language proficiency as measured by daily schedules and curricula inventories.</p>	<p>instructional materials (including ELD standards) to gain academic content knowledge and English language proficiency as measured by daily schedules and curricula inventories.</p>
<p>4. The building(s) meet(s) required operating standards as measured by the Facilities Inspection Tool (FIT).</p>	<p>4. The current building meets required operating standards. New baseline to be set for 2nd site operational in 2017-18.</p>	<p>4. All sites will meet required operating standards, overall score of at least “Good” as measured by FIT.</p>	<p>4. All sites will meet required operating standards, overall score of at least “Good” as measured by FIT.</p>	<p>4. All sites will meet required operating standards, overall score of at least “Good” as measured by FIT.</p>

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	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
Employ and recruit highly qualified teachers and administrators.	Employ and recruit highly qualified teachers and administrators.	Employ and recruit highly qualified teachers and administrators.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$503,178	Amount \$555,650	Amount \$615,931
Source LCFF BASE; LCFF S/C; EPA; LOTTERY	Source LCFF BASE; LCFF S/C; EPA; LOTTERY	Source LCFF BASE; LCFF S/C; EPA; LOTTERY
Budget Reference 1000-1999 Certificated Salaries	Budget Reference 1000-1999 Certificated Salaries	Budget Reference 1000-1999 Certificated Salaries

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input 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
<ul style="list-style-type: none"> Provide Special Education Services: <ul style="list-style-type: none"> Educational Specialist services Occupational Therapist services Speech Therapy services Psychologist services Other services as determined by an Individualized Education Plan (IEP) 	<ul style="list-style-type: none"> Provide Special Education Services: <ul style="list-style-type: none"> Educational Specialist services Occupational Therapist services Speech Therapy services Psychologist services Other services as determined by an Individualized Education Plan (IEP) 	<ul style="list-style-type: none"> Provide Special Education Services: <ul style="list-style-type: none"> Educational Specialist services Occupational Therapist services Speech Therapy services Psychologist services Other services as determined by an Individualized Education Plan (IEP)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$134,000	Amount \$189,507	Amount \$195,017
Source SPED; MENTAL HEALTH FUNDS	Source SPED; MENTAL HEALTH FUNDS	Source SPED; MENTAL HEALTH FUNDS
Budget Reference 1000-1999 Certificated Salaries 2000-2999 Classified Salaries 5000-5999 Services and Other Operating Expenses	Budget Reference 1000-1999 Certificated Salaries 2000-2999 Classified Salaries 5000-5999 Services and Other Operating Expenses	Budget Reference 1000-1999 Certificated Salaries 2000-2999 Classified Salaries 5000-5999 Services and Other Operating Expenses

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input 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
<ul style="list-style-type: none"> Provide Common Core aligned curriculum and instructional materials that meet the needs of all students, including unduplicated students. Provide English learners with access to ELD standards-aligned instructional materials. 	<ul style="list-style-type: none"> Provide Common Core aligned curriculum and instructional materials that meet the needs of all students, including unduplicated students. Provide English learners with access to ELD standards-aligned instructional materials. 	<ul style="list-style-type: none"> Provide Common Core aligned curriculum and instructional materials that meet the needs of all students, including unduplicated students. Provide English learners with access to ELD standards-aligned instructional materials.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000	Amount: \$8,000	Amount: \$8,400
Source: LCFF BASE; LCFF S/C	Source: LCFF BASE; LCFF S/C	Source: LCFF BASE; LCFF S/C
Budget Reference: 4000-4999 Books and Supplies	Budget Reference: 4000-4999 Books and Supplies	Budget Reference: 4000-4999 Books and Supplies

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide teachers with at least 20 hours of Professional Development related to implementation of state standards, formative and summative assessment, differentiation, meeting the needs of English learners, inquiry-based learning, restorative practices, and integration of technology.	Provide teachers with at least 20 hours of Professional Development related to implementation of state standards, formative and summative assessment, differentiation, meeting the needs of English learners, inquiry-based learning, restorative practices, and integration of technology. Provide instructional support staff with professional development as required.	Provide teachers with at least 20 hours of Professional Development related to implementation of state standards, formative and summative assessment, differentiation, meeting the needs of English learners, inquiry-based learning, restorative practices, and integration of technology. Provide instructional support staff with professional development as required.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$15,000	Amount \$9,700	Amount \$10,000
Source LCFF BASE; LCFF S/C	Source LCFF BASE; LCFF S/C, Title II	Source LCFF BASE; LCFF S/C, Title II
Budget Reference 5000-5999 Services and Other Operating Expenses	Budget Reference 5000-5999 Services and Other Operating Expenses	Budget Reference 5000-5999 Services and Other Operating Expenses

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Facilities: <ul style="list-style-type: none"> Lease costs for private site and costs for Prop 39 district-site to ensure a safe and clean campus. IT services to ensure continued sufficient bandwidth for schoolwide technology (curriculum) implementation and administration of SBAC/CAASPP state mandated testing implementation. Provide for operational materials and supplies as needed. 	<ul style="list-style-type: none"> Lease costs for private site and costs for Prop 39 district-site to ensure a safe and clean campus. IT services to ensure continued sufficient bandwidth for schoolwide technology (curriculum) implementation and administration of SBAC/CAASPP state mandated testing implementation. Provide for operational materials and supplies as needed. Work with San Diego Unified School District on developing a one-site facility plan in Linda Vista 	<ul style="list-style-type: none"> Costs for private site or district site (as applicable) and costs for to ensure a safe and clean campus. IT services to ensure continued sufficient bandwidth for schoolwide technology (curriculum) implementation and administration of SBAC/CAASPP state mandated testing implementation. Provide for operational materials and supplies as needed.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$141,000	Amount \$106,563	Amount \$112,613

Source	SB 740; LCFF	Source	SB 740; LCFF	Source	SB 740; LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	Budget Reference	5000-5999 Services and Other Operating Expenses	Budget Reference	5000-5999 Services and Other Operating Expenses

New
 Modified
 Unchanged

Goal 2

Empower Charter School will accelerate student achievement through high quality instruction and enrollment in a broad course of study that includes fitness, wellness, and college and career development activities, as well as multicultural, multilingual experiences.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _1, 2_____

Identified Need

The school seeks to develop well-rounded students who achieve academically and develop healthy lifestyles. The school needs to ensure its two-way dual language Spanish immersion program benefits all students, including English Learners.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. California Assessment of Student Performance and Progress (CAASPP)	<p>ECS reduced the number of students continuously enrolled and testing who did not meet or exceed standards by 10% as measured by the CAASPP in English Language Arts and Mathematics.</p> <p>CAASPP Scores 2015-16 ELA -% meeting/exceeding standards: 23% Math - % meeting/exceeding</p>	<p>ECS will reduce the number of students continuously enrolled and testing who do not meet or exceed standards by 10% every year as measured by the CAASPP in English Language Arts and Mathematics.</p>	<p>ECS will reduce the number of students continuously enrolled and testing who do not meet or exceed standards by 10% every year as measured by the CAASPP in English Language Arts and Mathematics.</p>	<p>ECS will reduce the number of students continuously enrolled and testing who do not meet or exceed standards by 10% every year as measured by the CAASPP in English Language Arts and Mathematics.</p>

	standards: 21%			
2. English Learners achieving proficiency in English.	ELs making at least one year's progress in achieving English: 55.3% <5 years cohort: 26% 5+ years cohort: 66.7%	Establish ELPAC baseline.	Establish ELPAC growth targets using the baseline data from 2017-18.	Implement established growth targets.
3. English Learner Reclassification rate.	77% Reclassification rate of eligible English Learners	Establish ELPAC baseline.	Establish ELPAC growth targets using the baseline data from 2017-18.	Implement established growth targets.
4. At least 70% of students demonstrate growth on benchmark examinations in Reading and Math, including EL and SED students.	At least 70% demonstrate growth, including EL and SED students.	At least 70% of students demonstrate growth on benchmark examinations in Reading and Math, including EL and SED students.	At least 70% of students demonstrate growth on benchmark examinations in Reading and Math, including EL and SED students.	At least 70% of students demonstrate growth on benchmark examinations in Reading and Math, including EL and SED students.
5. 100% of students, including unduplicated pupils and individuals with exceptional needs, have access to a broad course of study, including athletics and wellness as measured by daily schedule.	100% of students have access to a broad course of study, including athletics and wellness.	100% of students, including unduplicated pupils and individuals with exceptional needs, have access to a broad course of study, including athletics and wellness.	100% of students, including unduplicated pupils and individuals with exceptional needs, have access to a broad course of study, including athletics and wellness.	100% of students, including unduplicated pupils and individuals with exceptional needs, have access to a broad course of study, including athletics and wellness.

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 All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<p><input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p> <p>Tracking and Assessing Student Academic Growth:</p> <ul style="list-style-type: none"> Administer NWEA MAP Assessments in ELA & Math at least 2 times per year for grades K-6. Administer Running Records to monitor student reading levels (DRA) at least twice per year. Administer CELDT/ELPAC assessment for students whose Home Language Survey identifies a language other than English. Subscribe to a Data Assessment System for Common Core aligned assessments in ELA/Math, and develop longitudinal student reports to monitor student performance by 	<p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p> <p>Tracking and Assessing Student Academic Growth:</p> <ul style="list-style-type: none"> Administer NWEA MAP Assessments in ELA & Math at least 2 times per year for grades K-6. Administer Running Records to monitor student reading levels (DRA) at least twice per year. Administer CELDT/ELPAC assessment for students whose Home Language Survey identifies a language other than English. Subscribe to a Data Assessment System for Common Core aligned assessments in ELA/Math, and develop longitudinal student reports to monitor student performance by 	<p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p> <p>Tracking and Assessing Student Academic Growth:</p> <ul style="list-style-type: none"> Administer NWEA MAP Assessments in ELA & Math at least 2 times per year for grades K-6. Administer Running Records to monitor student reading levels (DRA) at least twice per year. Administer CELDT/ELPAC assessment for students whose Home Language Survey identifies a language other than English. Subscribe to a Data Assessment System for Common Core aligned assessments in ELA/Math, and develop longitudinal student reports to monitor student performance by

subgroup and grade level.

- Conduct regular data analysis in PLCs to track student growth and needs.

subgroup and grade level.

- Conduct regular data analysis in PLCs to track student growth and needs.

subgroup and grade level.

- Conduct regular data analysis in PLCs to track student growth and needs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,375	Amount: \$5,120	Amount: \$5,300
Source: LCFF BASE	Source: LCFF BASE	Source: LCFF BASE
Budget Reference: 4000-4999 Books and Supplies	Budget Reference: 4000-4999 Books and Supplies	Budget Reference: 4000-4999 Books and Supplies

Action **2**

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

Students to be Served: All Students with Disabilities [Specific Student Group(s)] English Learners _____

Location(s): All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Services: LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s): All schools Specific Schools: Empower Charter School Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	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
Meeting needs of Unduplicated Students (EL, FY, LI): <ul style="list-style-type: none"> Teachers will analyze unduplicated student data during PLC's, collaborate to refine instructional 	Meeting needs of English Learners: <ul style="list-style-type: none"> Teachers will analyze EL/RFEP Student data during PLC's, collaborate to refine instructional practices, and ensure proper scaffolding and/or 	Meeting needs of English Learners: <ul style="list-style-type: none"> Teachers will analyze EL/RFEP Student data during PLC's, collaborate to refine instructional practices, and ensure proper scaffolding and/or

practices, and ensure proper scaffolding and/or intervention supports are provided.

- Monitor EL/RFEP progress, reclassify eligible EL's and ensure teachers implement effective classroom strategies.
- Provide supplemental instruction and intervention to unduplicated students to develop general academic and discipline-specific vocabulary, language, and content knowledge.
- Communicate with parents/families regarding unduplicated student performance and progress.
- Provide materials, software, or technology as needed to supplement instruction for unduplicated students.

intervention supports are provided.

- Monitor EL/RFEP progress, reclassify eligible EL's and ensure teachers implement effective classroom strategies.
- Provide supplemental instruction and intervention for English learners to develop general academic and discipline-specific vocabulary, language, and content knowledge.
- Communicate with parents/families regarding EL academic performance and progress.
- Provide materials, software, or technology as needed to supplement EL instruction

intervention supports are provided.

- Monitor EL/RFEP progress, reclassify eligible EL's and ensure teachers implement effective classroom strategies.
- Provide supplemental instruction and intervention for English learners to develop general academic and discipline-specific vocabulary, language, and content knowledge.
- Communicate with parents/families regarding EL academic performance and progress.
- Provide materials, software, or technology as needed to supplement EL instruction

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	See Goal 1 for 4000-4999 Books and Supplies See Goal 1 for 1000-1999 Certificated Salaries	See Goal 1 for 4000-4999 Books and Supplies See Goal 1 for 1000-1999 Certificated Salaries	See Goal 1 for 4000-4999 Books and Supplies See Goal 1 for 1000-1999 Certificated Salaries
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	1000-1999 Certificated Salaries 4000-4999 Books and Supplies	1000-1999 Certificated Salaries 4000-4999 Books and Supplies	1000-1999 Certificated Salaries 4000-4999 Books and Supplies

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

New Modified Unchanged

Goal 3

Empower Charter School will maintain a welcoming, engaging, and inclusive climate and culture that honors student voice and family perspectives.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL 2, 3

Identified Need

Students and their families value the culture and climate that has been created. We are charged with maintaining that learning environment and welcome all students to the school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Maintain a minimum of 95% attendance.	P2 attendance rate of 2016-17: 95.75%	1. Maintain a minimum of 95% attendance.	1. Maintain a minimum of 95% attendance.	1. Maintain a minimum of 95% attendance.
2. Maintain suspension rate under 10%	Suspension rate 2016-17: 2.5%	2. Maintain suspension rate under 10%	2. Maintain suspension rate under 10%	2. Maintain suspension rate under 10%
3. Maintain expulsion rate under 2%	Expulsion rate 2016-17: 0%	3. Maintain expulsion rate under 2%	3. Maintain expulsion rate under 2%	3. Maintain expulsion rate under 2%

<p>4. Maintain high levels of safety and school connectedness: 50%+ positive survey results for students, parents, and staff.</p>	<p>Current survey results range from 72% to 100% satisfaction rates among parents, students, and staff for safe and supportive school environment and school connectedness.</p>	<p>4. Maintain high levels of safety and school connectedness: 50%+ positive survey results for students, parents, and staff.</p>	<p>4. Maintain high levels of safety and school connectedness: 50%+ positive survey results for students, parents, and staff.</p>	<p>4. Maintain high levels of safety and school connectedness: 50%+ positive survey results for students, parents, and staff.</p>
<p>5. Provide parents with opportunities for decision-making input through regular meetings of SSC, ELAC, and other parent groups.</p>	<p>Parents are provided with opportunities for decision-making input through regular meetings of SSC, ELAC, and other parent groups.</p>	<p>5. Provide parents with opportunities for decision-making input through regular meetings of SSC, ELAC, and other parent groups.</p>	<p>5. Provide parents with opportunities for decision-making input through regular meetings of SSC, ELAC, and other parent groups.</p>	<p>5. Provide parents with opportunities for decision-making input through regular meetings of SSC, ELAC, and other parent groups.</p>
<p>6. At least 50% of parents participate in volunteer opportunities.</p>	<p>At least 50% of parents participate in volunteer opportunities.</p>	<p>6. At least 50% of parents participate in volunteer opportunities.</p>	<p>6. At least 50% of parents participate in volunteer opportunities.</p>	<p>6. At least 50% of parents participate in volunteer opportunities.</p>
<p>7. Chronic Absenteeism</p>	<p>8.2%</p>	<p>7. Maintain chronic absenteeism rate under 10%</p>	<p>Maintain chronic absenteeism rate 10% or lower.</p>	<p>Maintain chronic absenteeism rate 10% or lower.</p>

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><u>School climate:</u></p> <ul style="list-style-type: none"> Central office staff share home-to-school communications with families and facilitate a warm and welcoming atmosphere. Communications provided as needed in Spanish. Monitor school attendance rates daily. Implement Character Education. Design daily and weekly class meetings that focus on “Character Keys for Success.” Implement Character Traits through lessons introduced in class meetings. Monthly themes will be presented to parents with useful strategies to 	<p><u>School climate:</u></p> <ul style="list-style-type: none"> Central office staff share home-to-school communications with families and facilitate a warm and welcoming atmosphere. Communications provided as needed in Spanish. Monitor school attendance rates daily. Implement Character Education. Design daily and weekly class meetings that focus on “Character Keys for Success.” Implement Character Traits through lessons introduced in class meetings. Monthly themes will be presented to parents with useful strategies to 	<p><u>School climate:</u></p> <ul style="list-style-type: none"> Central office staff share home-to-school communications with families and facilitate a warm and welcoming atmosphere. Communications provided as needed in Spanish. Monitor school attendance rates daily. Implement Character Education. Design daily and weekly class meetings that focus on “Character Keys for Success.” Implement Character Traits through lessons introduced in class meetings. Monthly themes will be presented to parents with useful strategies to

implement at home.

- Implement Restorative Justice program.
- Host monthly student-led assemblies and Student Recognition Awards
- Administer annual survey to assess school climate and obtain feedback and input from students.

Empower engages parent participation, and input through:

- regular parent workshop(s) and/or meetings
- hosting student/parent orientation at the beginning of the school year.
- administering annual parent survey to obtain feedback and input about the school's program.
- Provide advisory committees:
 - Host at least 2 English Language Advisory Committee (ELAC) meetings annually.
 - Host at least 2 School Site Council (SSC) meetings annually.

implement at home.

- Implement Restorative Justice program.
- Host monthly Student Recognition Awards assemblies.
- Administer annual survey to assess school climate and obtain feedback and input from students.

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 - Host at least 2 English Language Advisory Committee (ELAC) meetings annually.
 - Host at least 2 School Site Council (SSC) meetings annually.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$81,000	Amount	\$84,000	Amount	\$86,688
Source	LCFF BASE; LCFF S/C	Source	LCFF BASE; LCFF S/C, Title I	Source	LCFF BASE; LCFF S/C, Title I
Budget Reference	2000-2999 for Classified Salaries	Budget Reference	2000-2999 for Classified Salaries	Budget Reference	2000-2999 for Classified Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$211,235

Percentage to Increase or Improve Services:

19.86 %

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](#)).

Given that English learners and low-income students are significant populations of unduplicated students (78.86%) at our school, there is a need to provide systemic, coordinated, and targeted supports and services for these focus students. The use of supplemental and concentration funds will be used to provide increased and improved services for the principal benefit of our focus students.

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups. Services and supports for focus students (unduplicated students – EL, FY, and LI) will be increased and improved by at least 19.86% as compared to services and supports provided to all students for fiscal year 2018-19. The school will meet this proportionality percentage through improved services for focus students in order to promote equity and excellence for all students.

Focused Strategies: Designed for the principal benefit of EL, FY, and LI students (Goal 2, Action 2):

- Teachers will analyze unduplicated student data during PLC's, collaborate to refine instructional practices, and ensure proper scaffolding and/or intervention supports are provided.
- Monitor EL/RFEP progress, reclassify eligible EL's and ensure teachers implement effective classroom strategies.
- Provide supplemental instruction and intervention to unduplicated students to develop general academic and discipline-specific vocabulary, language, and content knowledge.
- Communicate with parents/families regarding unduplicated student performance and progress.
- Provide materials, software, or technology as needed to supplement instruction for unduplicated students.

Schoolwide Strategies: Designed for the principal benefit of all EL, FY, and LI students

- Goal 2, Action 1- Provide increased data analysis and reporting to monitor and inform instruction.
- Goal 1, Action 4 - Provide professional development opportunities related to standards, instruction, and support for our diverse student population.
- Goal 3, Action 1- Expand restorative justice practices through continued training.

These strategies are based upon the research of Robert Marzano, Richard DuFour, Susana Dutros, Douglas Fisher and Nancy Frey

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark 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, mark 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

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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 mark "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 selecting "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:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" 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.
- Check "Unchanged" 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 check "Unchanged" 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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