LCFF Budget Overview for Parents

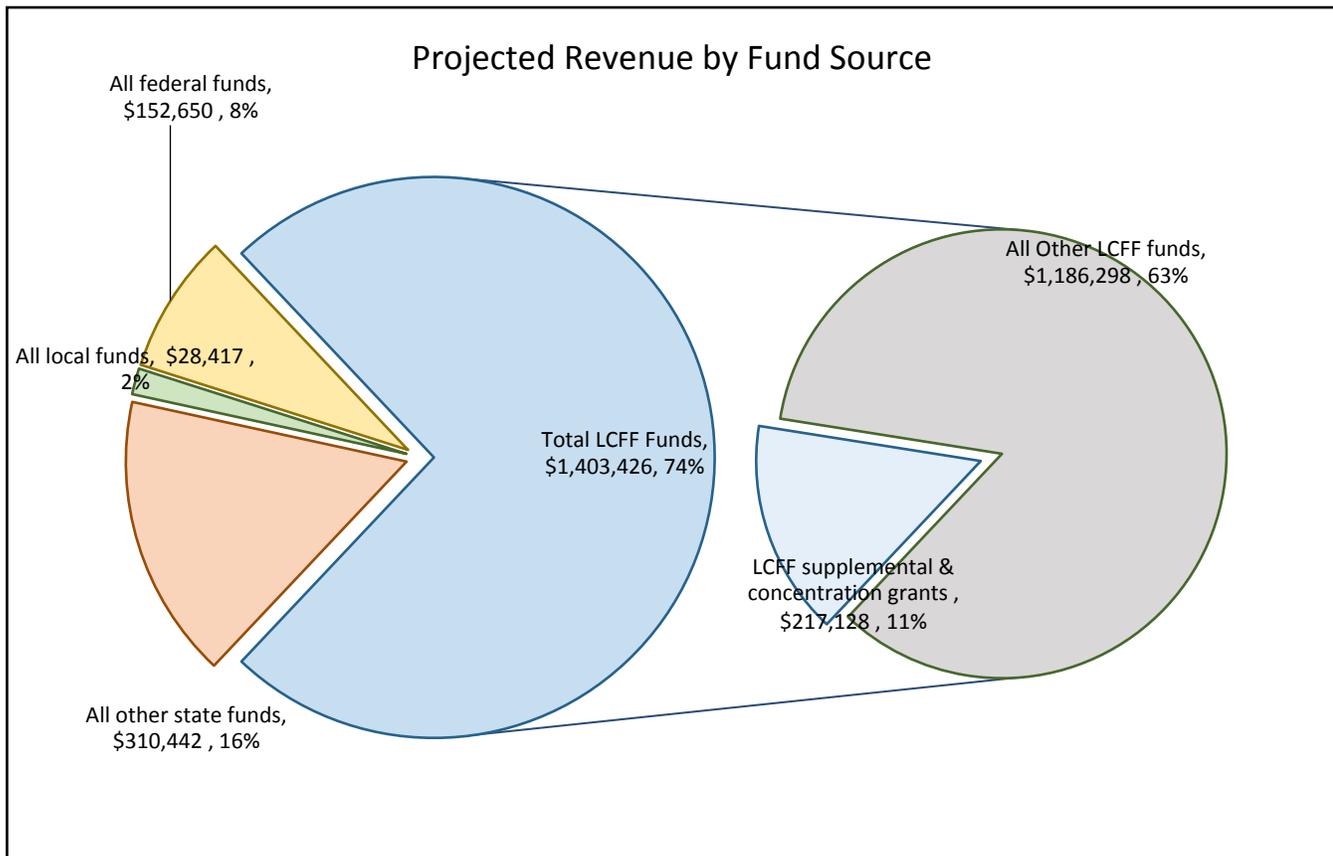Local Educational Agency (LEA) Name: Empower Charter School

CDS Code: 37 683380129387

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

LEA contact information: Demi Brown

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

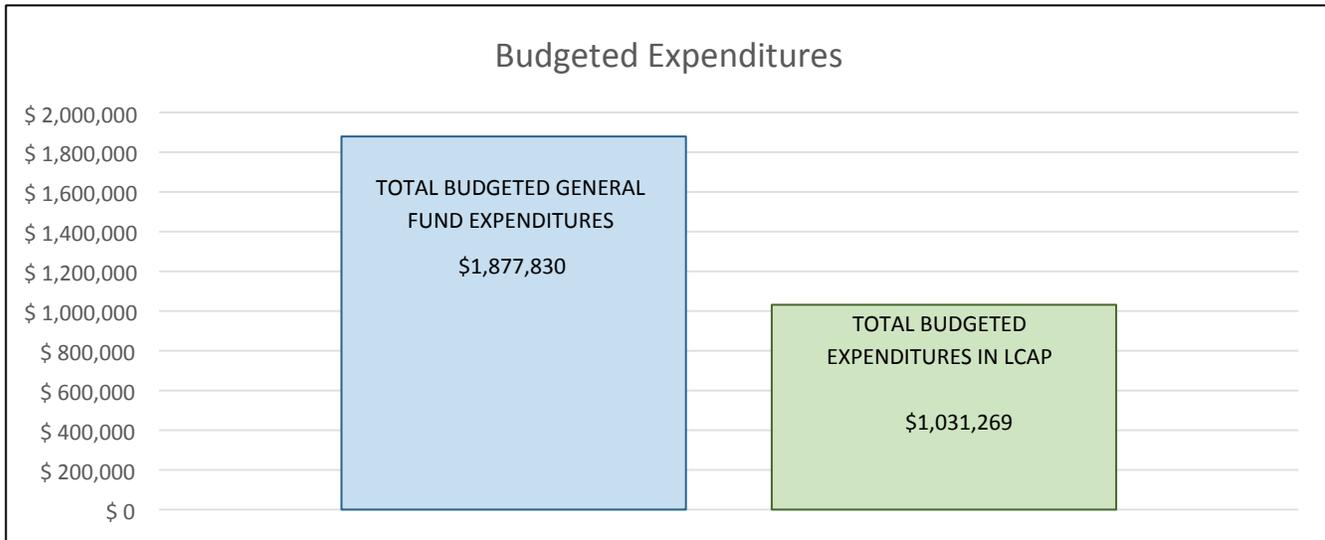## Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $152,650 , 8%

All local funds, $28,417 , 2%

All other state funds, $310,442 , 16%

Total LCFF Funds, $1,403,426, 74%

All Other LCFF funds, $1,186,298 , 63%

LCFF supplemental & concentration grants , $217,128 , 11%

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

The total revenue projected for Empower Charter School is $1,894,935.00, of which $1,403,426.00 is Local Control Funding Formula (LCFF), $310,442.00 is other state funds, $28,417.00 is local funds, and $152,650.00 is federal funds. Of the $1,403,426.00 in LCFF Funds, $217,128.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents

Budgeted Expenditures

TOTAL BUDGETED GENERAL FUND EXPENDITURES $1,877,830	TOTAL BUDGETED EXPENDITURES IN LCAP $1,031,269

Chart y-axis: $0, $200,000, $400,000, $600,000, $800,000, $1,000,000, $1,200,000, $1,400,000, $1,600,000, $1,800,000, $2,000,000

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

Empower Charter School plans to spend $1,877,830.00 for the 2019-20 school year. Of that amount, $1,031,269.00 is tied to actions/services in the LCAP and $846,561.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
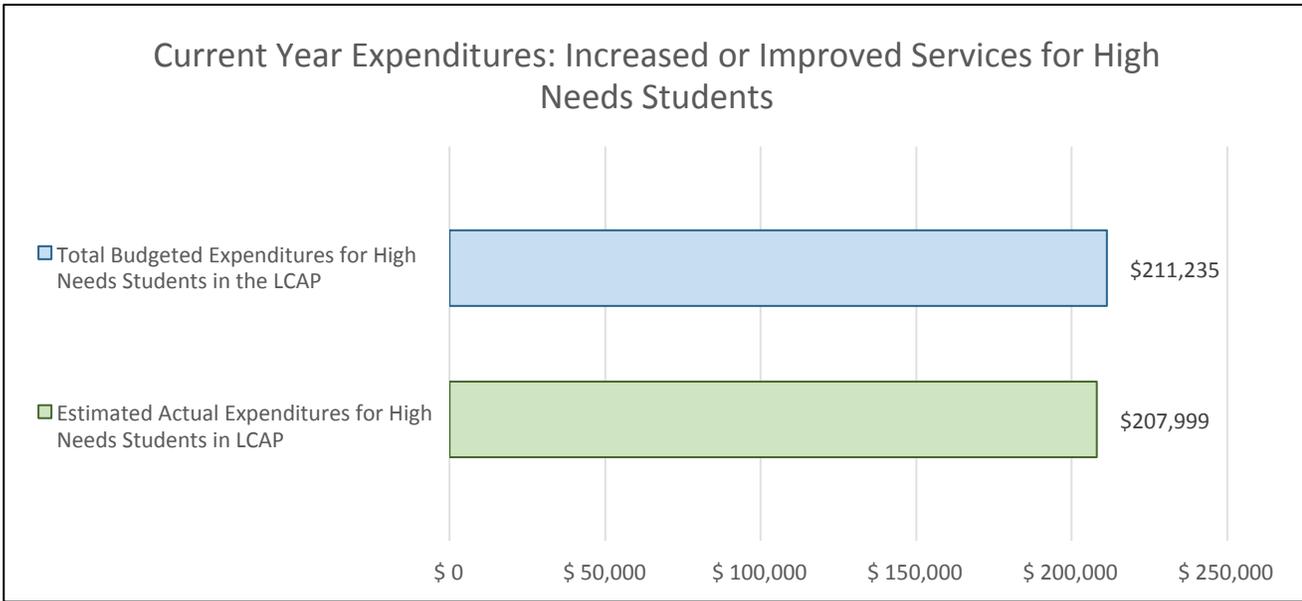
Expenses for services that don't directly relate to student services, such as advertising/recruitment costs; employee benefits; general supplies & equipment and back-office provider services.

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

In 2019-20, Empower Charter School is projecting it will receive $217,128.00 based on the enrollment of foster youth, English learner, and low-income students. Empower Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Empower Charter School plans to spend $217,128.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

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

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

Total Budgeted Expenditures for High Needs Students in the LCAP	$211,235
Estimated Actual Expenditures for High Needs Students in LCAP	$207,999

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000

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

In 2018-19, Empower Charter School's LCAP budgeted $211,235.00 for planned actions to increase or improve services for high needs students. Empower Charter School estimates that it will actually spend $207,999.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of $3,236.00 had the following impact on Empower Charter School's ability to increase or improve services for high needs students:

There was no net impact to services for high needs students. Due to slightly reduced enrollment, the amount is lower than initially budgeted for, therefore the expenses were also slighly lower.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Empower Charter School	Demi Brown, Executive Director	dbrown@empowercharter.org 858-292-1304

2017-20 Plan Summary

The Story

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 140 students during the 2018-19 school year.

During the 2018-19 school year, Empower received unanimous approval by the San Diego Unified School District for its 2nd charter term. Empower launched a mandarin enrichment program, making it the first public school in the city of San Diego to offer a trilingual Spanish and Mandarin program to students. Empower also earned a 6 year WASC Accreditation during the 2018-19 school year.

We value the diversity of our community, and the majority of our students reside in the Linda Vista neighborhood. At Empower Charter School, 49% are English Learners and 74% 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, 8% white, and 3% 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.

LCAP Highlights

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

This year's LCAP is the culmination of the original three-year plan developed. The school's goals have remained consistent, and have been re-affirmed each year by our stakeholders. Most of the outcomes have also remained consistent, with the exception of updates due to new state assessments. Our focus on growth-centered metrics remains at the forefront of our priorities.

The WASC accreditation process we underwent in 2018-19 involved extensive stakeholder input and resulted in a six-year action plan. The WASC process validated that have established a strong school culture (Goal 3), and indicated that our next steps are to deepen the academic supports and resources available to support all students (Goal 2). Meeting all student needs continues to be our highest priority.

Many of the action plan areas already existed in our LCAP, such as next steps for professional development and furthering our work in examining student data in Professional Learning communities. Where these actions already existed, we ensured proper resources were allocated (for example, doubling our professional development budget in Goal 1).

Some actions were refined to align with the WASC Action plan, such as the inclusion of more personnel resources to support Goal 2. Significant resources to teacher salaries were allocated to stay competitive with our local district and continue to attract high-quality, bilingual and diverse teachers (Goal 1).

A new charter term will commence with the 2019-20 school year. We will continue to deepen our work from the solid foundation that was set during our first charter term. The 2019-20 school year marks a new baseline for our school – both as the first year of the new charter term, and the first year that our school program offering is Spanish dual immersion program for all grades.

Review of Performance

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

Greatest Progress

There were many areas of celebration and strengths revealed after an analysis of multiple sources of data in our academics and school climate. These are highlighted below.

California Dashboard Celebrations

The California Dashboard shows a green status for Empower's Chronic Absenteeism rate – it declined 3.4, including for 2 out of 3 subgroups (Hispanic and English Learners).%

While the dashboard does not show reflect this, all local indicators were met.

We also celebrated student academic growth during the 2017-18 school year.

The dashboard shows that Socioeconomically Disadvantaged Students increased 4.9 points in English Language Arts.

CAASPP Celebrations

Every grade level improved their distance from Level 3 in English Language Arts.

Distance from Level 3 over the Years

ELA	2016	2017	2018
6th graders in 2018	-81	-30	-35
5th graders in 2018	-18	-13	+10
4th graders in 2018	NA	-111	-74
3rd graders in 2018 baseline (dual immersion program)	NA	NA	-39

Individual Student Growth in 2018 on the CAASPP

- 97% of students increased their scale score in English Language Arts

- 58% of students improved their overall proficiency level (or maintained proficiency) in ELA

- 88% of students increased their scale score in Math

- 27% of students improved their overall proficiency level (or maintained proficiency) in Math

Growth over Time – CAASPP Subgroup Data

Based on the four years of SBAC/CAASPP testing, Empower has two numerically significant subgroups: 1) Hispanic (as of the 2015-16 year), and 2) Socioeconomically Disadvantaged (as of the 2016-17 year). Over the three year period, Empower had increases in both subgroups in ELA, and an increase in the Hispanic subgroup in math. Although not a numerically significant subgroup, the English Learner subgroup also had increases in both ELA and math.

Table: ELA by Subgroup for Empower

	2014-15 % Met/Exceed Standard	2015-16 % Met/Exceed Standard	2016-17 % Met/Exceed Standard	2017-18 % Met/Exceed Standard	% Difference Over 3 Years
Socioeconomically	11^	15^	35.49	23.53	+113.91
Students with	*	*	*	*	--
English Learners	*	0^	38.89^	22.22^	+222.20
Hispanic	25^	17^	40.63	26.32	+5.28

*No data provided when 10 or fewer students tested

^Not a numerically significant subgroup

Table: MATH by Subgroup for Empower

	2014-15 % Met/Exceed Standard	2015-16 % Met/Exceed Standard	2016-17 % Met/Exceed Standard	2017-18 % Met/Exceed Standard	% Difference Over 3 Years
Socioeconomically	16^	17^	22.58	11.76	-26.50
Students with	*	*	*	*	--
English Learners	*	5^	11.12^	5.56^	+11.20
Hispanic	18^	20	25	18.42	+2.33

*No data provided when 10 or fewer students tested

^Not a numerically significant subgroup

We believe that 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.

Decreased Numbers of Students not Meeting Standards

In 2017-18, Empower has decreased the percentage of students Not Meeting the standards in six of the ten categories.

ELA	2017-18	Change Over 3 Years
All students	34.04	-5.04
English Learners	44.44	+11.11
SED students	41.18	-2.18
Hispanic students	39.47	-8.47
SED Hispanic students	41.94	+.06
Math	**2017-18**	**Change Over 3 Years**
All students	42.55	+5.45
English Learners	50.00	-5.00
SED students	41.18	+16.82
Hispanic students	39.47	+7.53
SED Hispanic students	38.71	+15.29

NWEA MAPS Growth

Empower Students' Academic Growth Exceeds Nation Norms

When examining the results of the NWEA MAPs assessment, a national normed assessment, we noted the following areas for celebration:

Spring 2018 Results

Noteworthy:

- 2nd grade Dual Language Immersion Pathway students over 90th percentile for growth in Reading, Language, and Math!
- 5th and 6th graders in 99th percentile for growth in Language!

Spring 2018 Results – NWEA MAP

| MATH	READING	LANGUAGE
Dual Language Immersion Pathway (Grades K-4) - 2 out of 4 grades exceeded projected growth - 2 out of 4 grades were within 1 point of projected growth English Pathway (Grades 5-6) - All grades exceeded projected growth	Dual Language Immersion Pathway (Grades K-4) - 2 out of 4 grades exceeded projected growth - 1 out of 4 grades were within 1/10th point of projected growth English Pathway (Grades 5-6) - 1 out of 2 grades were within 1 point of projected growth	Dual Language Immersion Pathway (Grades 2-4) - 1 out of 2 grades exceeded projected growth English Pathway (Grades 5-6) - All grades exceeded projected growth

Note: In 2018, all students in Grades K-4 participated in the Dual Language Immersion Pathway, and all students in Grades 5-6 participated in the English Pathway. Grade 4 is not shown because the sample size (*i.e.*, fewer than 10 students) was too small for acceptable statistical reliability.

NWEA MAP Math 2018
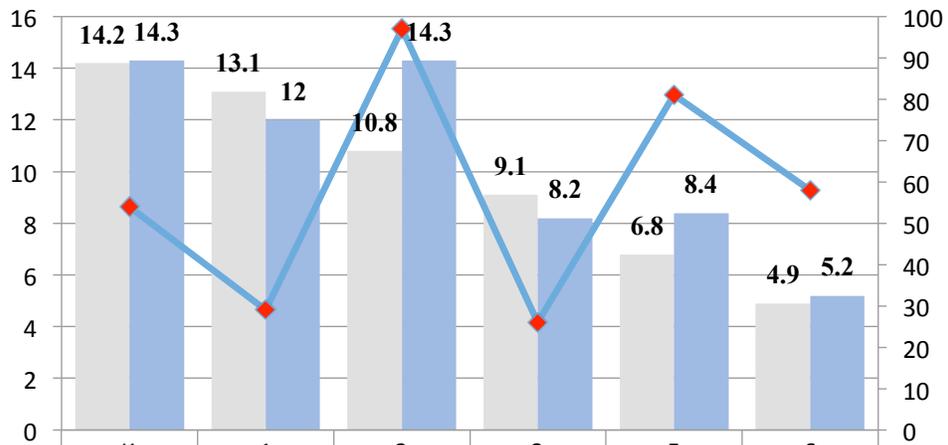
	K	1	2	3	5	6
Projected Growth	14.2	13.1	10.8	9.1	6.8	4.9
Observed Growth	14.3	12	14.3	8.2	8.4	5.2
School Growth Percentile	54	29	97	26	81	58

NWEA MAP Reading 2018
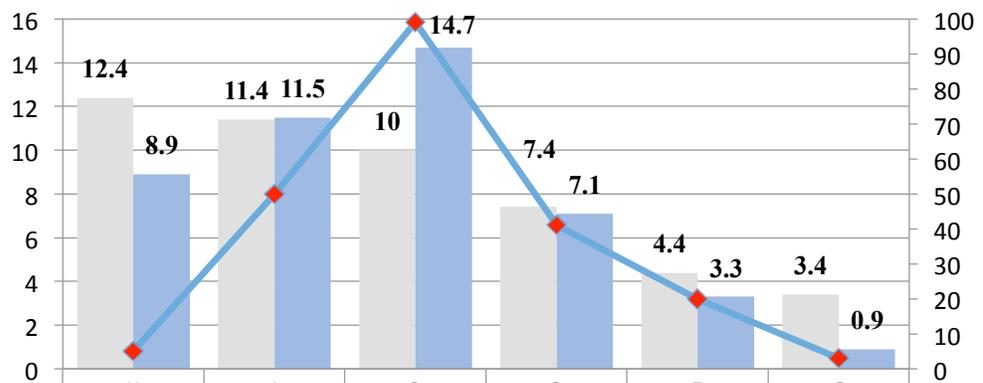
	K	1	2	3	5	6
Projected Growth	12.4	11.4	10	7.4	4.4	3.4
Observed Growth	8.9	11.5	14.7	7.1	3.3	0.9
School Growth Percentile	5	50	99	41	20	3

NWEA MAP
Language 2018

	2	3	5	6
Projected Growth	11	7.7	4.2	3.3
Observed Growth	13.6	5.7	6.9	6.6
School Growth Percentile	93	10	99	99
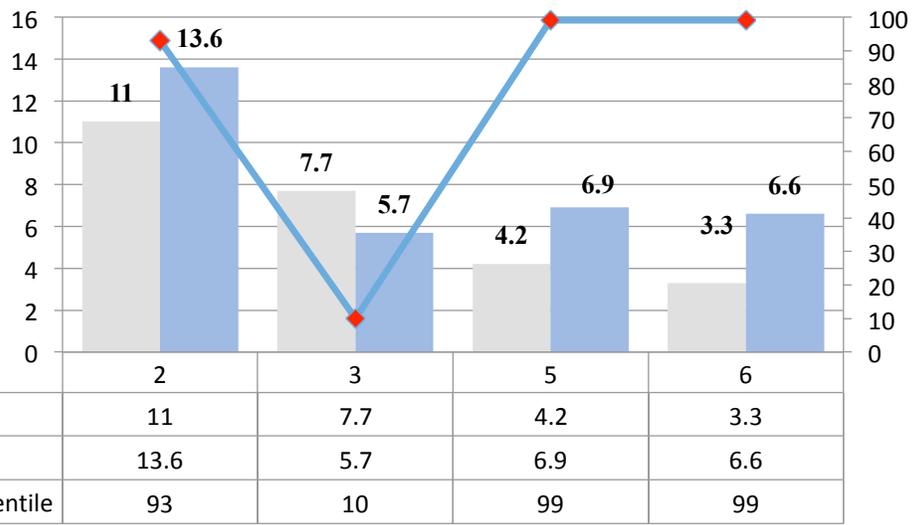
Successful Outcomes When Compared to Other Local Schools

The California Charter Schools Association (CCSA) has created a decile statewide and similar schools ranking based on the school wide average distance from 3 (Ten is the highest ranking on the scale). This data shows that Empower Charter School's statewide rank is higher than the neighborhood district school, and the similar students rank is higher than the neighborhood charter school and on par with the neighborhood district school.

School	Statewide Rank (2018) (this is equivalent to a statewide rank out of 10, based on the school wide average Distance from Level 3)	Similar Students Rank (2018) (this is equivalent to a similar schools. Note this was calculated using scale scores and demographics of students served.)
Empower	5	7
Linda Vista	3	7
San Diego	6	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 97% of parents believe we offer a high quality education program, and 100% 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 2018 California Physical Fitness Test, our 5th grade students' scores were among the highest in the state with 94% 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.

	Safe School Environment	School Connectedness	Supportive School Environment
Students	85%	73%	84%
Parents	97%	96%	95%
Staff	100%	97%	99%

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

Greatest Needs

The state dashboard shows the orange performance category for English Language Arts and Mathematics for the 2017-18 academic year.

While our students have shown growth over time and in most subgroups, this performance still falls in the orange performance category for all students in English Language Arts (overall maintained performance) and Mathematics (declined 5 points in Math). Most other student subgroups are also similarly in orange.

Empower's suspension rates are also in orange for English Learners, Hispanic, and Socio-economically Disadvantaged Students, with increases of around 2% for each of the subgroups. It is noted that these subgroups constitute the majority of Empower's demographics, and with a small sample size of students, even just 1 more student being suspended impacts this percentage significantly.

Based on the data, math was a significant area of focus, and this school year we continued with our school wide guided math program to teach students in small groups and continued our work with Number Talks to build math reasoning and fluency skills. We also added professional development in Cognitively Guided Instruction (CGI) which shifted our instructional methodologies.

All subgroups are performing similarly, and next school year we plan to increase our school wide systems and supports with targeted intervention groups and improve on the frequency with which we meet in Professional Learning Communities to analyze data (See Goal 2, Action 1 & 2, and Goal 1, Action 4).

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

Performance Gaps

There were not any performance groups that were below the "all student" performance.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

NA- Empower Charter School was not identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

NA- Empower Charter School was not identified for CSI.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

NA- Empower Charter School was not identified for CSI.

Annual Update

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 Priorities: 1, 2

Local Priorities: 1

Annual Measurable Outcomes

Expected	Actual
1. 100% of teachers will hold appropriate credentials.	1. 100% of teachers held appropriate credentials. - **met**
2. 100% of teachers will participate in at least 20 hours of professional learning each year	2. 100% of teachers participated in at least 20 hours of professional learning -**met**
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.	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 will meet required operating standards, overall score of at least "Good" as measured by FIT.	4. All sites met required operating standards using the FIT tool as part of the SARC. Overall score: Good -**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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Employ and recruit highly qualified teachers and administrators.	Employed and recruited highly qualified teachers and administrators.	$555,650 LCFF BASE; LCFF S/C; EPA; LOTTERY	$579,930 LCFF BASE; LCFF S/C; EPA

Action 2

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

• Provide Special Education Services:
  ▪ Educational Specialist services
  ▪ Occupational Therapist services
  ▪ Speech Therapy services
  ▪ Psychologist services
  ▪ Other services as determined by an Individualized Education Plan (IEP)
	• Provided Special Education Services:
	  ▪ Educational Specialist services
	  ▪ Occupational Therapist services
	  ▪ Speech Therapy services
	  ▪ Psychologist services
	  ▪ Other services as determined by an Individualized Education Plan (IEP)
		$189,507 SPED; MENTAL HEALTH FUNDS	$211,137 SPED; MENTAL HEALTH FUNDS LCFF BASE

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Provide Common Core aligned curriculum and instructional materials that meet the needs of all	• Provided Common Core aligned curriculum and instructional materials that meet the needs of all	$8,000 LCFF BASE; LCFF S/C	$7,389 LCFF BASE

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
students, including unduplicated students. • Provide English learners with access to ELD standards-aligned instructional materials.	students, including unduplicated students. • Provided English learners with access to ELD standards-aligned instructional materials.		Lottery

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Provided 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. Provided instructional support staff with professional development as required.	$9,700 LCFF BASE; LCFF S/C, Title II	$8,454 LCFF BASE; LCFF S/C, Title II

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 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	• Leased private site and Prop 39 district-site to ensure a safe and clean campus. • IT services provided to ensure continued sufficient bandwidth for schoolwide technology (curriculum) implementation and administration of SBAC/CAASPP state mandated	$106,653 SB 740; LCFF	$124,354 SB 740; LCFF

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	testing implementation. • Provided for operational materials and supplies as needed. • Worked with San Diego Unified School District on developing a one-site facility plan in Linda Vista		

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.

Action 1 -A personnel change warranted the increase in salaries.

Action 2- More special education services were required than had been anticipated.

Action 3- Costs for professional development were slightly lower than expected due to a partnership established with another LEA.

Action 4- Initially costs for Prop 39 site weren't factored into the LCAP (although they were in the budget).

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 item will be revised due to the entire school body being located at Linda Vista Elementary School through the Proposition 39 Facilities License Agreement. (Goal 1, Action 5).

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 Priorities: 4, 7, 8

Local Priorities: 1, 2

Annual Measurable Outcomes

Expected	Actual
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.	**Met:** • In English Language Arts, 16 out of 28 continuously enrolled students decreased their distance from level 3 (meeting standards) – 57%. • In Mathematics, 7 out of 28 continuously enrolled students decreased their distance from level 3 (meeting standards) – 25%.
2. English Learners achieving proficiency in English.- Establish ELPAC growth targets using the baseline data from 2017-18.	**Met:** Growth target established: ECS aims for continuously enrolled English learners to make annual progress towards English Proficiency. ECS will reduce the number of students continuously enrolled and testing who do not meet this goal by 10% each year.
3. English Learner Reclassification rate. - Establish ELPAC growth targets using the baseline data from 2017-18.	**Met:** • Baseline established in 2017-18: 7.1% • Growth target established: At least 50% of eligible English Proficient students will be reclassified.
4. At least 70% of students demonstrate growth on benchmark examinations in Reading and Math, including EL and SED students.	4. More than 70% of students demonstrated growth on benchmark examinations in Reading and Math, including EL and SED

	Expected		Actual	

	Expected	Actual

	Expected	Actual

<table>
<tr><th></th><th style="text-align:center">Expected</th><th style="text-align:center">Actual</th></tr>
</table>

Expected	Actual
	students (see tables below for specific breakdowns). – **Met**

	All Students	English Learners	Socio-economically disadvantaged
Math			
Growth demonstrated	90%	98%	94%
Reading			
Growth demonstrated	78%	84%	94%
Language			
Growth demonstrated	85%	87%	84%

Expected	Actual
5. 100% of students, including unduplicated pupils and individuals with exceptional needs, have access to a broad course of study, including athletics and wellness.	5. 100% of students, including unduplicated pupils and individuals with exceptional needs, had access to a broad course of study, including athletics and wellness. - **Met**

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Tracking and Assessing Student Academic Growth: • 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.	Tracking and Assessing Student Academic Growth: • Administered NWEA MAP Assessments in ELA & Math at least 2 times per year for grades K-6. • Administered Running Records to monitor student reading levels (DRA) at least twice per year. • Administered CELDT/ELPAC assessment for students whose Home Language Survey identifies a language other than English.	$5,120 LCFF BASE	$5,172.50 LCFF BASE

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 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.	• Subscribed 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. • Conducted regular data analysis in PLCs to track student growth and needs.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Meeting needs of English Learners: • Teachers will analyze EL/RFEP 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 for English learners to develop general academic and discipline-specific vocabulary,	Meeting needs of English Learners: • Teachers analyzed EL/RFEP Student data during PLC's, collaborate to refine instructional practices, and ensure proper scaffolding and/or intervention supports are provided. • Monitored EL/RFEP progress, reclassify eligible EL's and ensure teachers implement effective classroom strategies. • Provided supplemental instruction and intervention for English learners to develop general academic and discipline-specific vocabulary,	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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	language, and content knowledge. • Communicated with parents/families regarding EL academic performance and progress. • Provided materials, software, or technology as needed to supplement EL instruction.		

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.

There are no material differences to note.

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.

Measurable outcomes for ELs (outcome numbers 2 and 3) will be revised to reflect the growth targets established.

Goal 2, Action 1 will be modified to eliminate reference to the CELDT assessment, which is no longer used by the state.

Goal 2 Action 2 will be modified to include low income, and foster youth students to receive supplemental instruction and numeracy skills, with additional personnel resources added to support this action.

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 Priorities: 3, 5, 6

Local Priorities: 2, 3

Annual Measurable Outcomes

Expected	Actual
1. Maintain a minimum of 95% attendance.	1. 95.31% attendance at P2. - **Met**
2. Maintain suspension rate under 10%	2. Suspension rate: 3.2% - **Met**
3. Maintain expulsion rate under 2%	3. Expulsion rate – 0% - **Met**
4. Maintain high levels of safety and school connectedness: 50%+ positive survey results for students, parents, and staff.	4. The California Healthy Kids Survey and California School Staff Survey were administered. The parent survey was school-created. - **Met** Survey Results:

	Safe School Environment	School Connectednes s	Supportiv School Environm
Students	85%	73%	84%
Parents	97%	96%	95%
Staff	100%	97%	99%

Expected	Actual
5. Provide parents with opportunities for decision-making input through regular meetings of SSC, ELAC, and other parent groups.	5. Provided parents with opportunities for decision-making input through regular meetings of SSC, ELAC, and other parent groups. -**Met**
6. At least 50% of parents participate in volunteer opportunities.	6. Over 60% of parents participated in volunteer opportunities. -**Met**
7. Maintain chronic absenteeism rate 10% or lower.	7. Chronic absenteeism rate: 10.5% - **Partially Met**

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School climate: • 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	School climate: • Central office staff shared home-to-school communications with families and facilitate a warm and welcoming atmosphere. Communications provided as needed in Spanish. • Monitored school attendance rates daily. • Implemented 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. • Implemented Restorative Justice	$84,000 LCFF BASE; LCFF S/C, Title I	$91,463 LCFF BASE; LCFF S/C,

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

program.
 	
• Host monthly Student Recognition Awards assemblies.
 	
• 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:
  o Host at least 2 English Language Advisory Committee (ELAC) meetings annually.
  o Host at least 2 School Site Council (SSC) meetings annually.
	program.
	
	• Hosted monthly Student Recognition Awards assemblies.
	
	• Administered annual survey to assess school climate and obtain feedback and input from students.
	
	Empower engaged 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.
	▪ Provided advisory committees:
	  o Hosted at least 2 English Language Advisory Committee (ELAC) meetings annually.
	  o Hosted at least 2 School Site Council (SSC) meetings annually.		

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.

Action 1 -A personnel change warranted the increase in salaries.

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.

No changes to note.

Stakeholder Engagement

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 2019-20 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 three times per year, English Language Advisory Committee (ELAC) meetings 3 times per year; and regularly scheduled 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.
- WASC accreditation process informed the LCAP.

An LCAP online survey was administered during the months of March- May 2019 and provided to parents in Spanish & English.

There were a total of 132 respondents comprised of:

- 63 parents (out of 102 families)

-15 staff (100%)

- 54 students (total of 57 students in grades 3-6)

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 mental health services in accordance with that need being identified (Goal 1, Action 2). Stakeholders identified the need to provide more intervention and instructional support to socio-economically disadvantaged students, and this was incorporated into Goal 2, Action 2. Stakeholder input indicated the importance of investing in high-quality bilingual teachers by continuing to offer competitive salaries, and more resources are included as a result.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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 Priorities: 1, 2

Local Priorities: 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	2. 100% of teachers participate in at least 20	2. 100% of teachers will participate in at least 20	2. 100% of teachers will participate in at least 20	2. 100% of teachers will participate in at least 20

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
participate in at least 20 hours of professional learning each year	hours of professional learning each year	hours of professional learning each year	hours of professional learning each year	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 academic content knowledge and English language proficiency as measured by daily schedules and curricula inventories.	3. All students, including English Learners have access to California 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.	3. All students, including English Learners, have access to California 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.	3. All students, including English Learners, have access to California 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.	3. All students, including English Learners, have access to California 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.
4. The building(s) meet(s) required operating standards as measured by the Facilities Inspection Tool (FIT).	4. The current buildings meet required operating standards.	4. All sites will meet required operating standards, overall score of at least "Good" as measured by FIT.	4. All sites will meet required operating standards, overall score of at least "Good" as measured by FIT.	4. The site will meet required operating standards, overall score of at least "Good" as measured by FIT.

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

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

Actions/Services

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

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

Year	2017-18	2018-19	2019-20
Amount	$503,178	$555,650	$811,680
Source	LCFF BASE; LCFF S/C;	LCFF BASE; LCFF S/C;	LCFF BASE – Remaining amount

Year	2017-18	2018-19	2019-20
	EPA; LOTTERY	EPA; LOTTERY	LCFF S/C: $132,724 EPA - $28,500 Title I- $53,270
Budget Reference	**1000-1999** Certificated Salaries	**1000-1999** Certificated Salaries	**1000-1999** Certificated Salaries **3000-3999** Employee Benefits

Action   2

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

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

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

Students with Disabilities	All Schools

Actions/Services

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

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

• Provide Special Education Services:
  ▪ Educational Specialist services
  ▪ Occupational Therapist services
  ▪ Speech Therapy services
  ▪ Psychologist services
  ▪ Other services as determined by an Individualized Education Plan (IEP)
	• Provide Special Education Services:
	  ▪ Educational Specialist services
	  ▪ Occupational Therapist services
	  ▪ Speech Therapy services
	  ▪ Psychologist services
	  ▪ Other services as determined by an Individualized Education Plan (IEP)
		• Provide Special Education Services:
		  ▪ Educational Specialist services
		  ▪ Occupational Therapist services
		  ▪ Speech Therapy services
		  ▪ Psychologist services
		  ▪ Other services as determined by an Individualized Education Plan (IEP)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$134,000	$189,507	$225,535
Source	SPED; MENTAL HEALTH FUNDS	SPED; MENTAL HEALTH FUNDS	SPED; MENTAL HEALTH FUNDS
Budget Reference	**1000-1999** Certificated Salaries **2000-2999** Classified Salaries **5000-5999** Services and Other Operating Expenses	**1000-1999** Certificated Salaries **2000-2999** Classified Salaries **5000-5999** Services and Other Operating Expenses	**1000-1999** Certificated Salaries **2000-2999** Classified Salaries **3000-3999** Employee Benefits **5000-5999** Services and Other Operating Expenses

Action   3

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income, English Learners	LEA-wide	All schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Provide Common Core aligned	• Provide Common Core aligned	• Provide Common Core aligned

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

Year	2017-18	2018-19	2019-20
Amount	$10,000	$8,000	$13,000
Source	LCFF BASE; LCFF S/C	LCFF BASE; LCFF S/C	LCFF BASE
Budget Reference	**4000-4999** Books and Supplies	**4000-4999** Books and Supplies	**4000-4999** Books and Supplies

Action 4

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

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

Actions/Services

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

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

Year	2017-18	2018-19	2019-20
Amount	$15,000	$9,700	$20,000
Source	LCFF BASE; LCFF S/C	LCFF BASE; LCFF S/C, Title II	LCFF S/C : $14,404 Title II : $5,596
Budget Reference	**5000-5999** Services and Other Operating Expenses	**5000-5999** Services and Other Operating Expenses	**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:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	• 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	• Facilities License costs for site. • Custodial services 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

Year	2017-18	2018-19	2019-20
Amount	$141,000	$106,563	$55,969
Source	SB 740; LCFF	SB 740; LCFF	LCFF
Budget Reference	**5000-5999** Services and Other Operating Expenses	**5000-5999** Services and Other Operating Expenses	**5000-5999** Services and Other Operating Expenses

Unchanged Goal

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 Priorities: 4, 7, 8

Local Priorities: 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)	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.	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.	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.	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.

	CAASPP Scores 2015-16 ELA -% meeting/exceeding standards: 23% Math - % meeting/exceeding 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.	ECS aims for continuously enrolled English learners to make annual progress towards English Proficiency. ECS will reduce the number of students continuously enrolled and testing who do not meet this goal by 10% each year.
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.	ECS aims to reclassify at least 50% of eligible English Proficient students.
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	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	100% of students, including unduplicated pupils and individuals with exceptional needs, have	100% of students, including unduplicated pupils and individuals with exceptional needs, have access to a

exceptional needs, have access to a broad course of study, including athletics and wellness as measured by daily schedule.		access to a broad course of study, including athletics and wellness.	access to a broad course of study, including athletics and wellness.	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

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

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

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

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

Actions/Services

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Tracking and Assessing Student Academic Growth: • 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.	Tracking and Assessing Student Academic Growth: • 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.	Tracking and Assessing Student Academic Growth: • 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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,375	$5,120	$5,624
Source	LCFF BASE	LCFF BASE	LCFF BASE: remaining amount LCFF S/C: $3,500
Budget Reference	**4000-4999** Books and Supplies	**4000-4999** Books and Supplies	**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:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

Specific Student Groups	All Schools

OR

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

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

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

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

English Learners, Foster Youth, and Low Income	English Learners, Foster Youth, and Low Income	English Learners, Foster Youth, and Low Income

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Meeting needs of Unduplicated Students (EL, FY, LI): • 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.	Meeting needs of English Learners: • Teachers will analyze EL/RFEP 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 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.	Meeting needs of Unduplicated Students (EL, FY, LI): • Teachers will analyze EL/RFEP 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 for Low income, Foster Youth, and English learners to develop general academic and discipline-specific vocabulary, language, and content knowledge and build numeracy skills. • Monitor EL/RFEP progress, reclassify eligible EL's and ensure teachers implement effective classroom strategies. • Communicate with parents/families regarding EL academic performance and progress. • Provide materials, software, or technology as needed to supplement EL instruction.

Budgeted Expenditures

Year	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	$20,000 – **2000-2999** Classified 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- $14,000 Title 3 - $6,000
Budget Reference	**1000-1999** Certificated Salaries **4000-4999** Books and Supplies	**1000-1999** Certificated Salaries **4000-4999** Books and Supplies	**1000-1999** Certificated Salaries **2000-2999** Classified Salaries **4000-4999** Books and Supplies

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

Unchanged Goal

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 Priorities: 3, 5, 6

Local Priorities: 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.	2. 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%
4. Maintain high levels of safety and school connectedness: 50%+ positive survey results for students, parents, and staff.	Current survey results range from 72% to 100% satisfaction rates among parents, students, and staff for safe and supportive school environment and school connectedness.	4. Maintain high levels of safety and school connectedness: 50%+ positive survey results for students, parents, and staff.	4. Maintain high levels of safety and school connectedness: 50%+ positive survey results for students, parents, and staff.	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	Parents are provided with opportunities for decision-making input through regular meetings of SSC, ELAC, and other parent groups.	5. Provide parents with opportunities for decision-making input through regular meetings of SSC, ELAC, and other	5. Provide parents with opportunities for decision-making input through regular meetings of SSC, ELAC, and other parent groups.	5. Provide parents with opportunities for decision-making input through regular meetings of SSC, ELAC, and other parent groups.

meetings of SSC, ELAC, and other parent groups.		parent groups.		
6. At least 50% of parents participate in volunteer opportunities.	At least 50% of parents participate in volunteer opportunities.	6. At least 50% of parents participate in volunteer opportunities.	6. At least 50% of parents participate in volunteer opportunities.	6. At least 50% of parents participate in volunteer opportunities.
7. Chronic Absenteeism	8.2%	7. Maintain chronic absenteeism rate under 10%	Maintain chronic absenteeism rate 10% or lower.	Maintain chronic absenteeism rate 10% or lower.

Planned Actions / Services

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

Action 1

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

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

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

All	All Schools

Actions/Services

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

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

School climate:

- 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.

School climate:

- 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 Recognition Awards assemblies.

- 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

School climate:

- 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 Recognition Awards assemblies.

- Administer annual survey to assess school climate and obtain feedback and input from students.

Empower engages parent participation, and input through:

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$81,000	$84,000	$105,000
Source	LCFF BASE; LCFF S/C	LCFF BASE; LCFF S/C, Title I	LCFF BASE: remaining amount LCFF S/C: $52,500 See Goal 1 for **1000-1999** Certificated Salaries
Budget Reference	**2000-2999** for Classified Salaries	**2000-2999** for Classified Salaries	See Goal 1 for **1000-1999** Certificated Salaries **2000-2999** for Classified Salaries **3000-3999** Employee Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 217,128	18.30 %

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 (80.26%) 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 18.30% as compared to services and supports provided to all students for fiscal year 2019-20. 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.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
  D. The English learner reclassification rate;
  E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(A) enrolled less than 31 days

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

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

(i) are enrolled in a Non-Public School

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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