

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: GLACIER HIGH SCHOOL CHARTER

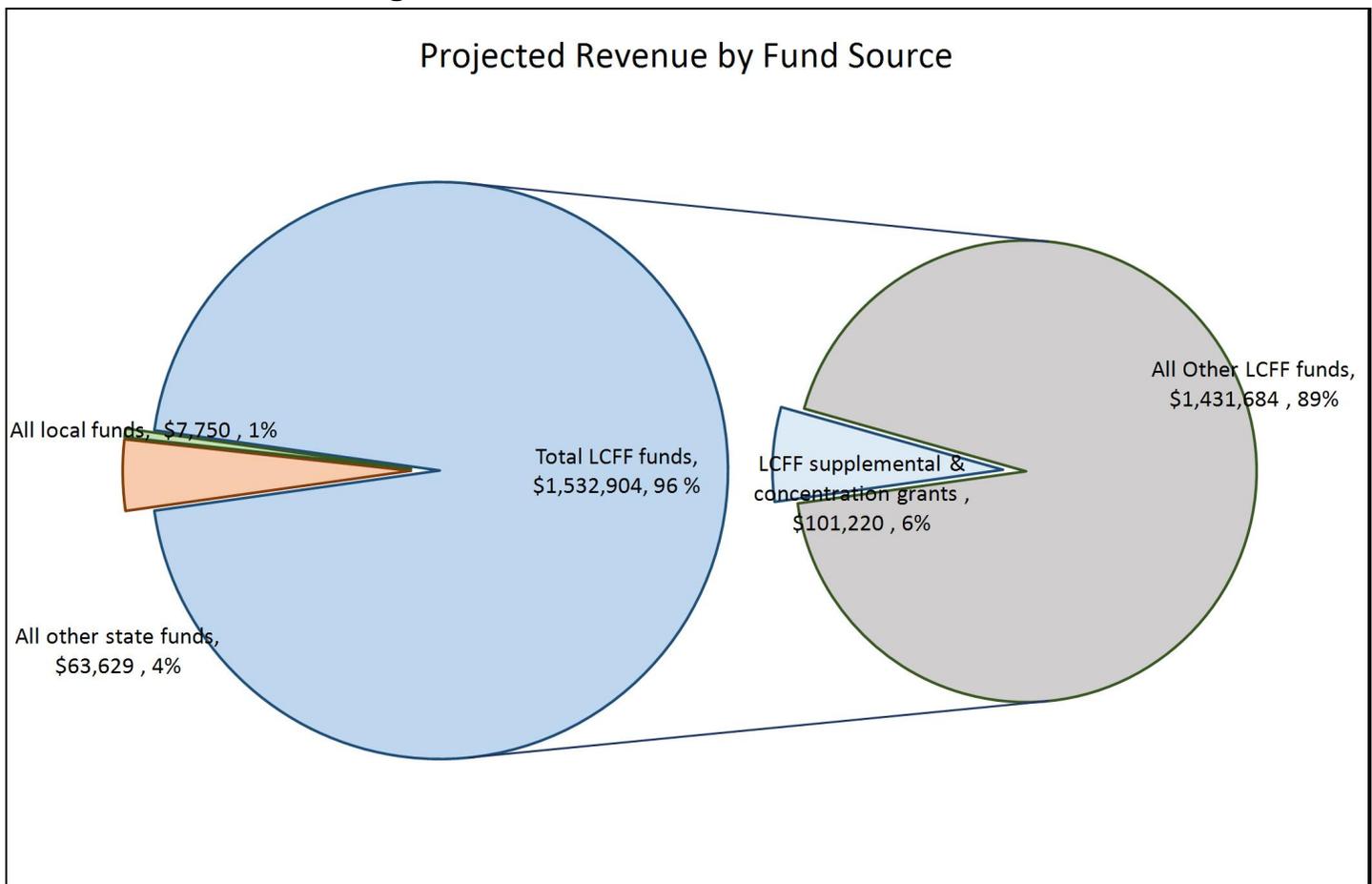
CDS Code: 20 76414 2030237

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

LEA contact information: Michael Cox, Director

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

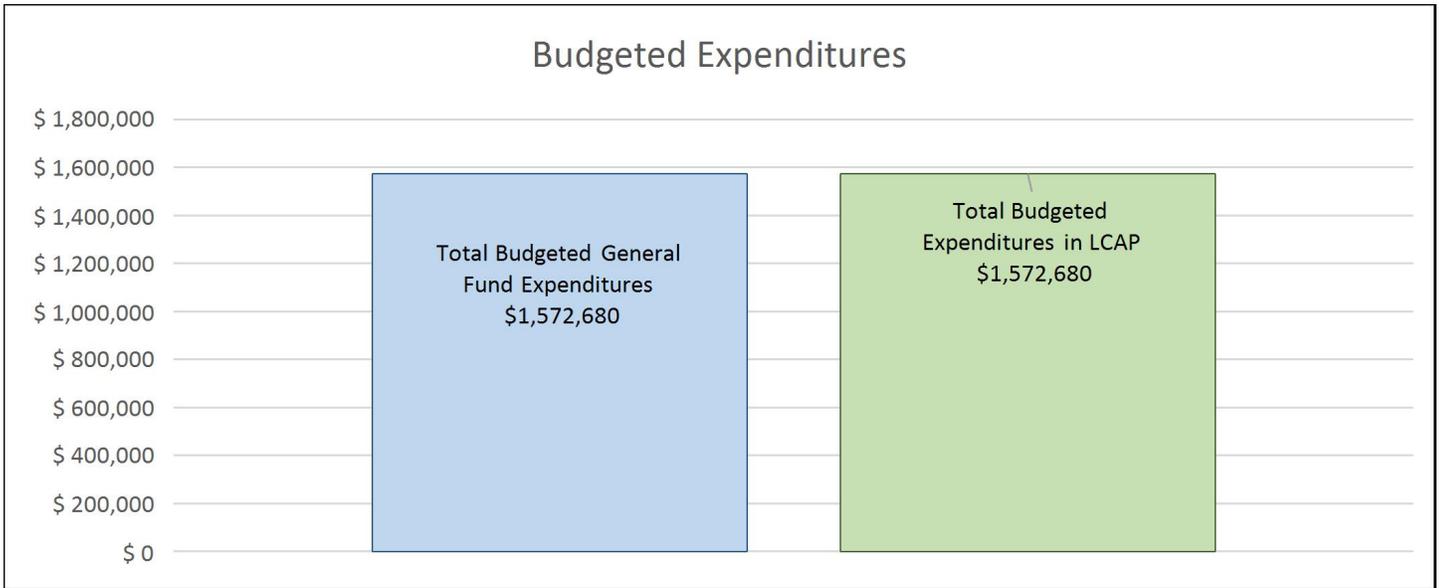


This chart shows the total general purpose revenue GLACIER HIGH SCHOOL CHARTER expects to receive in the coming year from all sources.

The total revenue projected for GLACIER HIGH SCHOOL CHARTER is \$1,604,283, of which \$1,532,904 is Local Control Funding Formula (LCFF), \$63,629 is other state funds, \$7,750 is local funds, and \$0 is federal funds. Of the \$1,532,904 in LCFF Funds, \$101,220 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

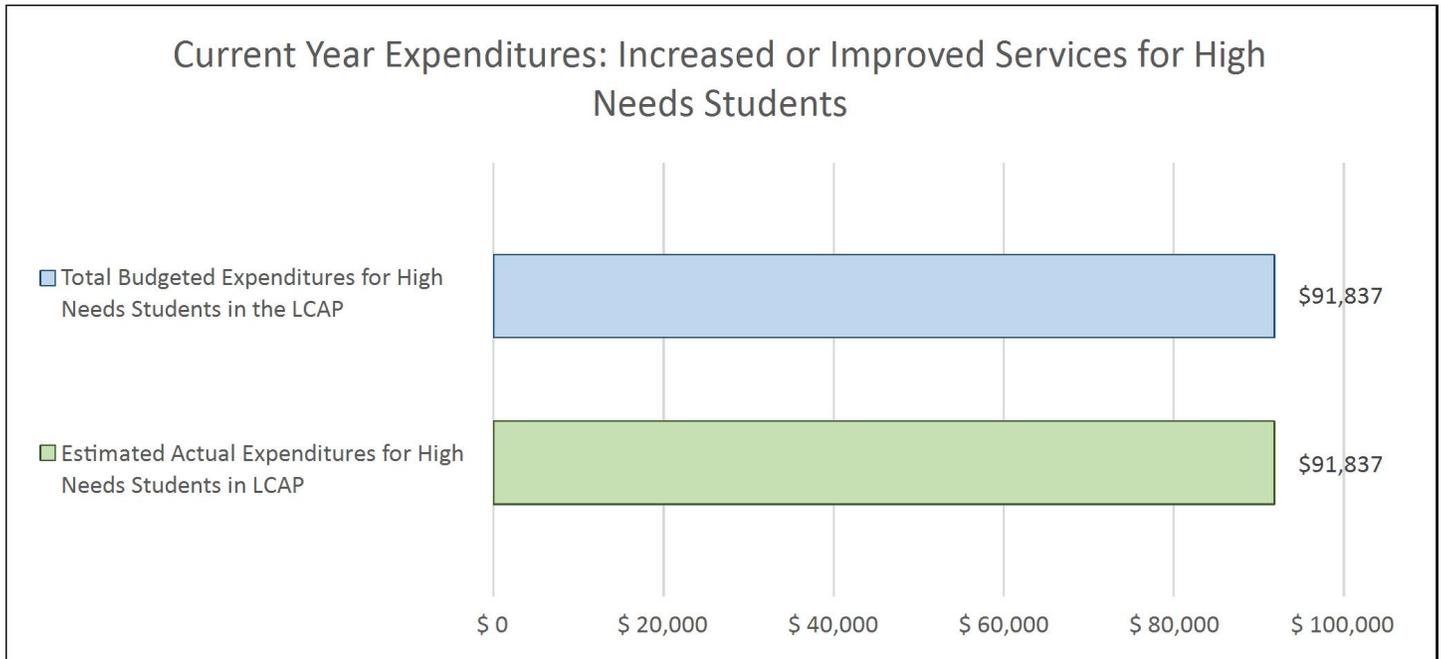
GLACIER HIGH SCHOOL CHARTER plans to spend \$1572680 for the 2019-20 school year. Of that amount, \$1572680 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2019-20, GLACIER HIGH SCHOOL CHARTER is projecting it will receive \$101220 based on the enrollment of foster youth, English learner, and low-income students. GLACIER HIGH SCHOOL CHARTER 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, GLACIER HIGH SCHOOL CHARTER plans to spend \$101220 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



This chart compares what GLACIER HIGH SCHOOL CHARTER budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what GLACIER HIGH SCHOOL CHARTER 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, GLACIER HIGH SCHOOL CHARTER's LCAP budgeted \$91837 for planned actions to increase or improve services for high needs students. GLACIER HIGH SCHOOL CHARTER estimates that it will actually spend \$91837 for actions to increase or improve services for high needs students in 2018-19.

2019-20

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
GLACIER HIGH SCHOOL CHARTER	Michael Cox Director	mcox@wscsfamily.org (559) 642-1422

2017-20 Plan Summary

The Story

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

Glacier High School operates a program that has come to be known as “personalized learning”. Personalized Learning has been acknowledged and commended with a State Senate resolution (SR-36). Personalized learning is a unique, blended classroom and non-classroom based public educational model that is tailored to the needs and interests of each individual student. As a school we do not dictate to students and their parents how to engage the learning material. Rather, we set before them the educational goals and work cooperatively with them in creating customized learning plans that best reach those goals. We believe that their desires, strengths and needs are crucial to how the school works with them as individuals. This methodology, both curricular and instructional, is built around each student’s needs, abilities and interests. All students meet with their teacher and parents together to create their own personalized learning plan (PLP) at least monthly and to evaluate effectiveness and needed supplementation or change. The PLP brings student, parent and teacher together in a formalized relationship for the sole purpose of planning, implementing, assessing and adjusting the student’s educational program. The PLP process includes frequent, regularly scheduled meetings of the parent, student and teacher, assessment of the student’s academic strengths and weaknesses, development of a curricular and instructional plan tailored to the student, ongoing monitoring and collection of student work and adjustment to meet the student’s needs. The PLP process is a thorough, formal but personal system that meets each student’s academic needs in a very precise, individual and responsive way.

LCAP Highlights

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

Glacier High School completed all of the Actions associated with the Goals that we set out for the 2018-19 school year. For the coming year, we are continuing to work on the Goals from 2017-19, some with new Actions. We have removed our 2017-18 Goal 1, improving staff capacity to

interpret and communicate student assessment data. All other Goals have remained whereby our Mathematics Goal became Goal 1.

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

Glacier High School administration and teachers continue to evaluate, research, develop, and implement new educational resources and improve staff training to support all students towards math achievement. We've increased the hours of all onsite math courses as well as expanded tutoring hours to meet the needs of all students. We continue working towards the goal to increase A-G completion by students. We are proud of the progress we have made towards developing a CTE pathway and have hired a technology and CTE coordinator and instructor with Year 2 of the CTE Technology course set to begin in the 2019-20 school year. Furthermore, we hired a guidance counselor to provide greater support and guidance to our students.

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

We continue to see Math as an overall area that needs improvement. Because of this, we will be offering additional, remedial onsite math courses in the 2019-20 school year to better assist students who are not ready for high school level math with targeted instruction. We will continue the increased hours of math instruction as we did in 2018-19.

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

N/A - data unavailable due to "Less than 11 students"

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.

N/A

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

Increase the utilization and application of the Common Core State Standards in Mathematics

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Student Improvement in math as measured by internal assessment measures and/or SBAC.

18-19

Student improvement in math as measured by internal assessment measures and/or SBAC.

Baseline

Aggregate student math performance improvement on either the internal assessment or the SBAC.

Actual

Glacier High students showed improvement in math on our internal assessment measures of NWEA for 9th-11th grade.

At the beginning of the year, total students showed the following:

For 9th grade students assessed with NWEA, the beginning of year data showed the following: 239.9 was Median RIT score and end of year Median Rit for 9th grade was 246.5

For 10th grade students assessed with NWEA, the beginning of year data showed the following: 232.9 was Median RIT score and end of year Median Rit for 10th grade was 241.0

For 11th grade students assessed with NWEA, the beginning of year data showed the following: 234.5 was Median RIT score and end of year Median Rit for 11th grade was 240.5

Instructional staff continue to receive yearly training in assessment interpretation.

Expected

Actual

Student Improvement in math as measured by internal assessment measures and/or SBAC.

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
Continue to research, develop, and evaluate targeted instructional math resources for differentiated instruction based on test performance data.	The administrative team researched and arranged the following trainings for certificated staff: NWEA Edgenuity (which pulls NWEA data for math and reading intervention) APLUS Conference CCSA Conference NGSS Workshops Special Education Workshops Staff Meetings	1000-1999: Certificated Personnel Salaries LCFF 2000	1000-1999: Certificated Personnel Salaries LCFF 1500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement targeted instructional resources and technology to support CC math implementation.	Certificated staff Implemented targeted instructional resources and technology to support CC math implementation such as: Edgenuity "My Path" for math intervention Increased Tutoring hours Additional On-Site math instruction classes	1000-1999: Certificated Personnel Salaries LCFF 1000	1000-1999: Certificated Personnel Salaries LCFF 1500
		5000-5999: Services And Other Operating Expenditures LCFF 2000	5000-5999: Services And Other Operating Expenditures LCFF 2000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide ongoing staff development and articulation to support CC math implementation.</p>	<p>The administrative team provided ongoing staff development and articulation to support CC math implementation. Student performance is given consistent priority by school site staff identifying and addressing the needs of pupils using assessment data in the following ways: 1) parent participation in monthly PLP meetings, 2) assessment data collected and reviewed by the teaching staff 3 times each school year: October, February, and June, and 3) ongoing staff development during staff meetings.</p> <p>Oakhurst GHSC Staff Meetings: 8/23/18, 9/20/18, 10/2/18, 10/9/18, 11/1/18, 12/6/18, 1/16/19, 2/7/19, 3/14/19, 4/4/19, 4/25/19, 5/9/19, 6/6/19</p> <p>Fresno GHSC Staff Meetings: 9/7/18, 10/5/18, 11/2/18, 12/7/18, 1/11/19, 2/1/19, 3/1/19, 4/5/19, 5/16/19</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 622704.65</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 650955.31</p>

Analysis

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

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

All intended actions for the implementation of this goal completed.

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

The identified needs for which this goal was created have been effectively met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This 2018-19 LCAP Goal will remain for the 2019-20 LCAP year with no changes or modifications.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

Provide training and support for all staff for effective and consistent school program and policy implementation.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Student improvement in math as measured by internal assessment measures and/or SBAC.

18-19

Conduct training meetings for all credentialed staff.

Baseline

Aggregate student math performance improvement on either the internal assessment or the SBAC.

Actual

Glacier High students showed improvement in math on our internal assessment measures of NWEA for 9th-11th grade.

At the beginning of the year, total students showed the following:

For 9th grade students assessed with NWEA, the beginning of year data showed the following: 239.9 was Median RIT score and end of year Median Rit for 9th grade was 246.5

For 10th grade students assessed with NWEA, the beginning of year data showed the following: 232.9 was Median RIT score and end of year Median Rit for 10th grade was 241.0

For 11th grade students assessed with NWEA, the beginning of year data showed the following: 234.5 was Median RIT score and end of year Median Rit for 11th grade was 240.5

Expected

Actual

Instructional staff continue to receive training in assessment interpretation throughout the year and at regularly scheduled staff meetings.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve our systems of communication by providing designated trainings on school program policy topics at regularly scheduled staff meetings.	<p>Administration provided designated trainings on school program policy topics at regularly scheduled staff meetings. Topics included, but not limited: Best Practices during PLP meetings, working with At-Risk and SPED students, teaching practices and curriculum training , safety policies, assessment data, and guidance and graduation topics.</p> <p>Oakhurst GHSC Staff Meetings: 8/23/18, 9/20/18, 10/2/18, 10/9/18, 11/1/18, 12/6/18, 1/16/19, 2/7/19, 3/14/19, 4/4/19, 4/25/19, 5/9/19, 6/6/19</p> <p>Fresno GHSC Staff Meetings: 9/7/18, 10/5/18, 11/2/18, 12/7/18, 1/11/19, 2/1/19, 3/1/19, 4/5/19, 5/16/19</p>	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF	Amount in other budget item. 1000-1999: Certificated Personnel Salaries LCFF 0

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Improve our systems of communication by providing designated trainings on curriculum knowledge at regularly scheduled staff meetings.

Designated trainings on curriculum knowledge have been conducted at regularly scheduled staff meetings in the following: using curriculum that best serves students for Intervention, math, writing and reading programs, as well as grade level science standards as it relates to the NGSS.

Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

Action 3

Planned Actions/Services

Improve our systems of communication with administrative meetings devoted to assessing and refining our staff trainings and procedures.

Actual Actions/Services

Administrative meetings devoted to assessing and refining our staff trainings and procedures have been conducted throughout the 2018-19 school year.

Budgeted Expenditures

Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

Estimated Actual Expenditures

Amount in other budget item. 1000-1999: Certificated Personnel Salaries LCFF 0

Action 4

Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

Analysis

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

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

All intended actions for the implementation of this goal completed.

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

The identified needs for which this goal was created have been effectively met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This Goal will remain as Goal 2 for the 2019-20 LCAP year. All 3 Actions will remain.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Provide greater guidance, support, and opportunities for students in the areas of college and career readiness.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Implement a new teacher induction procedure and conduct training meetings for newly hired credentialed staff.

18-19

Teachers will turn in student A-G Checklist of at least 50% of GHS students. One CTE Pathway established. CTE tracking document or process established.

Baseline

A staff handbook of policies and procedures and a new teacher induction procedure have been created. Training meetings were held.

Actual

Advising Teachers and those who are newly hired are trained on how to monitor student enrollment of A-G coursework and provided with guidance in A-G completion and as well as CTE pathways. As Glacier High staff continue to monitor every students' enrollment in and completion of A-G courses using our developed A-G Checklist, all Advising Teachers give copies of checklists to administration. In addition, the hiring of a guidance counselor improved teacher support.

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
Continue to refine and implement system of monitoring students' enrollment in and completion of A-G courses.	Glacier High staff continues to monitor every students' enrollment in and completion of A-G courses using our developed A-G Checklist. All Advising Teachers gave copies of checklist to administration.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0 2000-2999: Classified Personnel Salaries LCFF 139064.47	Amount in other budget item. 1000-1999: Certificated Personnel Salaries LCFF 0 2000-2999: Classified Personnel Salaries LCFF 118862.15

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to train and monitor teacher guidance of students in A-G completion and CTE pathways.	Advising Teachers and those who are newly hired are trained on how to monitor student enrollment of A-G coursework and provided with guidance in A-G completion and as well as CTE pathways.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0 Amount in other budget item 2000-2999: Classified Personnel Salaries LCFF 0	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0 Amount in other budget item 2000-2999: Classified Personnel Salaries LCFF 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement year one of a CTE pathway.	A CTE Technology pathway was established this year. An instructor was hired who obtained the appropriate CTE credential in order to teach this course. The 2nd Year Technology Pathway will be offered to students in the 2019-20 school year.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

Action 4

Planned
Actions/Services

Seek out possible personnel who are skilled in appropriate CTE pathways. Provide support, as needed, to guide such personnel through the process of obtaining subject area competency.

Actual
Actions/Services

We have sought additional personnel who are skilled in appropriate CTE pathways. We have found and selected a 2nd CTE credentialed teacher in the area of health and fitness who will be hired for the 2019-20 school year with a new CTE course.

Budgeted
Expenditures

Amount in other budget item
1000-1999: Certificated
Personnel Salaries LCFF 0

Amount in other budget item
2000-2999: Classified Personnel
Salaries LCFF 0

Estimated Actual
Expenditures

Amount in other budget item
1000-1999: Certificated
Personnel Salaries LCFF 0

Amount in other budget item
2000-2999: Classified Personnel
Salaries LCFF 0

Action 5

Planned
Actions/Services

Research and develop a process to guide, monitor, and encourage student enrollment in and completion of CTE courses.

Actual
Actions/Services

We researched and developed a process to guide, monitor, and encourage student enrollment in and completion of CTE courses.

Budgeted
Expenditures

Amount in other budget item
1000-1999: Certificated
Personnel Salaries LCFF 0

Estimated Actual
Expenditures

Amount in other budget item
1000-1999: Certificated
Personnel Salaries LCFF 0

Action 6

Planned
Actions/Services

Hire a guidance counselor to provide additional support and leadership to students in the areas of college and career readiness.

Actual
Actions/Services

We hired a full time guidance counselor to provide additional support and leadership to students in the areas of college and career readiness. This guidance counselor also provided extra support to our Advising Teachers monitoring students' enrollment in and completion of A-G and CTE courses.

Budgeted
Expenditures

Amount in other budget item
1000-1999: Certificated
Personnel Salaries LCFF 0

Estimated Actual
Expenditures

Amount in other budget item
1000-1999: Certificated
Personnel Salaries LCFF 0

Analysis

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

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

All intended Actions for the implementation of this Goal completed.

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

The identified needs for which this goal was created have been effectively met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This Goal will be retained for the 2019-20 LCAP. Actions 2, 3, 4, and 5 will continue but with Modifications for 2019-20. Action 1 will be removed (Continue to refine and implement system of monitoring students' enrollment in and completion of A-G courses) because it will be addressed in Action 2. Because Action 1 will be removed, Actions 2-5 will move up in position. Action 6 will be removed because we met that action by hiring a guidance counselor.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

Provide high quality and effective educational services and products to support student learning, (including necessary and appropriate special education and EL populations), engagement, and school connectedness under the daily guidance of their parent.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

GHS Student A-G Checklist

18-19

Maintain Yellow Performance Level or above for the "All Students" measure of Chronic Absenteeism and Suspension Rate on the State Dashboard.

Baseline

GHS Student A-G Checklist developed.

Actual

Glacier High School Charter provides a voluntary educational alternative for students and their parents. They enroll for a variety of reasons, the most common being that parents desire to exercise greater involvement in their student's education. Glacier High provides these students (& parents) the curricula, onsite instructional classes and high school guidance in order for these students to obtain a high quality education and be prepared for college or career.

We have performed above the Yellow Performance Level for the "All Students" measures of Chronic Absenteeism and Suspension Rate on the CA Dashboard. For 2018, Suspension Rate was BLUE. The results from our parent and student surveys show Above Average and Excellent ratings.

Expected

Metric/Indicator
CTE pathway established

18-19
One CTE Pathway implemented.

Baseline
No CTE pathways

Metric/Indicator
CTE tracking document.

18-19
CTE tracking document or process established.

Baseline
No CTE tracking document.

Actual

Glacier High School established one CTE Pathway in Technology and will be adding Year 2 CTE completion course in Technology.

We do have a CTE Tracking document which we've used with students throughout the year.

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
Every student will be assigned to a teacher. Every teacher will meet with each student and their parent at least every 20 school days to develop and monitor each student's Personalized Learning Plan.	Every student was assigned to a credentialed teacher. Every teacher met with each student and their parent at least every 20 school days to develop and monitor each student's Personalized Learning Plan.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Most students will participate in academic assessment within the CAASPP system and all students will participate in one of the	Our 11th grade students participated in academic assessment within the CAASPP system and the school's internal	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

school's internal assessment programs.

assessment program, NWEA which is given twice during the school year to students in 9th-11th.

Action 3

Planned Actions/Services

The school will provide necessary high quality, on-site classes in both the core as well as enrichment academic areas.

Actual Actions/Services

Glacier High provided high quality, on-site courses in the areas of math, English language arts, and the sciences. Elective course offerings included art, Personal Finance, Academic Decathlon, American Sign Language, Leadership, and Underwater Robotics (ROV).

Budgeted Expenditures

Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

Estimated Actual Expenditures

Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

Action 4

Planned Actions/Services

Every student will be provided with a custom personalized learning plan, including all the curriculum the student is provided. This plan will be built around the student's needs and will be monitored and adapted throughout the school year as needed.

Actual Actions/Services

Every Glacier High student was provided a personalized learning plan built around the student's needs, and monitored and adapted by their assigned Advising Teacher throughout the school year.

Budgeted Expenditures

Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

Estimated Actual Expenditures

Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

Action 5

Planned Actions/Services

Make available technology tools, i.e. chromebook, to ensure all students have access to available curriculum and resources.

Actual Actions/Services

To ensure all students had access to available curriculum and resources, we provided necessary chromebooks to all students. In addition, we provided students with headphones and other assistive devices when needed.

Budgeted Expenditures

4000-4999: Books And Supplies LCFF 87207.65

Estimated Actual Expenditures

4000-4999: Books And Supplies LCFF 166966

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop and provide training for teachers to more closely monitor and communicate student engagement with online learning in order to facilitate a higher rate of pupil success.	We provided training for teachers to more closely monitor and communicate student engagement with online learning in order to facilitate a higher rate of pupil success. This type of training included: Edgenuity, NWEA, Lexia, Learning Ally, School Pathways, and Promethean Board training to improve instructional delivery.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

Analysis

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

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

All intended Actions for the implementation of this goal completed.

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

The identified needs for which this goal was created have been effectively met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This Goal will be retained for the 2019-20 LCAP. Actions 2 and 4 have been slightly modified. Action 5 (Make available necessary technology tools, i.e. chromebook, to ensure all students have access to available curriculum and resources) will be removed and

referenced in Action 4 which was modified to include this Action. Since Action 5 is getting removed, Action 6 will be modified and become Action 5.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

Develop, improve, and maintain facilities (buildings and grounds) to ensure safety and support the mission of the school.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Maintain Yellow Performance Level or above for the "All Students" measure of Chronic Absenteeism and Suspension Rate on the State Dashboard.

18-19

Maintain Yellow Performance Level or above for the "All Students" measure of Chronic Absenteeism and Suspension Rate on the State Dashboard.

Baseline

From State Dashboard:

Chronic Absenteeism - N/A.

Suspension Rate - Performance Level - Highest (Blue)

Actual

Glacier High School Charter has maintained a Yellow Performance Level or Above for the "All Students" measure of Suspension Rate on the CA Dashboard. We were in the BLUE Performance Level for 2018. Glacier High provides the Basic Services addressed in Priority 1 in that all of our teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching, all students have access to standards aligned curriculum, and our facilities are maintained in good repair.

For School Climate in Priority 6, our pupil suspension and expulsion rates were at the Blue Performance Level on the CA Dashboard. In addition, survey results from students and parents showed that we met the measure of safety and school connectedness. For the survey question asked of our parents, "How well do you feel the building and grounds of the school support the safety of our students?" 48.78% rated Excellent; 24.39% rated Above Average; 19.51% rated Satisfactory; 7.32% rated Poor. The survey question we asked students, "My school is safe, clean, and in good condition," 56% rated Excellent; 24% rated Above Average; 8% rated Satisfactory; 0% rated Poor

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
Provide regular, ongoing janitorial service for the buildings.	Janitorial service for the buildings was provided daily throughout the school year.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide regular, ongoing landscape maintenance as needed.	Regular, ongoing landscape maintenance was provided as needed.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Address all critical safety issues in a timely manner.	Critical safety issues were dealt with in a timely manner. The following measures were done: 1. A number of fire drills were conducted throughout the school year, 2. Topics related to safety were regularly addressed at our monthly staff meetings, 3. Staff received training on the use of Epi-Pens from a certified EMT, 4. Staff received training in CPR and use of Defibrillator, 5. Staff received training on how to respond to students who have seizures,	Amount in other budget item 2000-2999: Classified Personnel Salaries LCFF 0	Amount in other budget item 2000-2999: Classified Personnel Salaries LCFF 0
		4000-4999: Books And Supplies LCFF 0	Amount in other budget item 4000-4999: Books And Supplies LCFF 0
		5000-5999: Services And Other Operating Expenditures LCFF 201889.74	5000-5999: Services And Other Operating Expenditures LCFF 205460.05
		3000-3999: Employee Benefits LCFF 303536.83	3000-3999: Employee Benefits LCFF 351764.93

6. Staff received training on how to help students who are diabetic,
 7. Staff received training on Conflict Resolution
 8. A security system was installed at our Oakhurst campus and Fresno Resource Center.

Amount in other budget item
 1000-1999: Certificated
 Personnel Salaries LCFF 0

Amount in other budget item
 1000-1999: Certificated
 Personnel Salaries LCFF 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Plan and perform building modifications to better serve our school's mission as needed.	Performing building modifications to better serve our school's mission are done as needed.	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0	Amount in other budget item 1000-1999: Certificated Personnel Salaries LCFF 0
	The following was done at our Oakhurst facility: 1. maintenance shop constructed 2. a storage facility constructed 3. an upstairs storage room was retrofitted to create 2 new staff offices	Amount in other budget item 2000-2999: Classified Personnel Salaries LCFF 0	Amount in other budget item 2000-2999: Classified Personnel Salaries LCFF 0
	The following was done at our Fresno Resource Center: 1. Lease of additional building for classroom and office space	Amount in other budget item 3000-3999: Employee Benefits LCFF 0	Amount in other budget item 3000-3999: Employee Benefits LCFF 0
		Amount in other budget item 4000-4999: Books And Supplies LCFF 0	Amount in other budget item 4000-4999: Books And Supplies LCFF 0
		Amount in other budget item 5000-5999: Services And Other Operating Expenditures LCFF 0	Amount in other budget item 5000-5999: Services And Other Operating Expenditures LCFF 0
			0

Analysis

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

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

All intended Actions for the implementation of this goal completed.

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

The identified needs for which this goal was created have been effectively met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This goal will remain as is for the 2019-20 LCAP year. All Actions associated with this goal will remain.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 6

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Maintain Yellow Performance Level or above for the "All Students" measure of Chronic Absenteeism and Suspension Rate on the State Dashboard.</p> <p>18-19 N/A</p> <p>Baseline From State Dashboard: Chronic Absenteeism - N/A. Suspension Rate - Performance Level - Highest (Blue)</p>	

Actions / Services

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

Action 1

		Amount in other budget item 2000-2999: Classified Personnel Salaries LCFF 0	Amount in other budget item 2000-2999: Classified Personnel Salaries LCFF 0
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Action 2

Amount in other budget item
2000-2999: Classified Personnel
Salaries LCFF 0

Amount in other budget item
2000-2999: Classified Personnel
Salaries LCFF 0

Amount in other budget item
5000-5999: Services And Other
Operating Expenditures LCFF 0

Amount in other budget item
5000-5999: Services And Other
Operating Expenditures LCFF 0

Action 3

Amount in other budget item
1000-1999: Certificated
Personnel Salaries LCFF 0

Amount in other budget item
1000-1999: Certificated
Personnel Salaries LCFF 0

Action 4

6000-6999: Capital Outlay LCFF
33977.66

6000-6999: Capital Outlay LCFF
0

6000-6999: Capital Outlay Other
23705.34

6000-6999: Capital Outlay Other
40799

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

- Representatives from all stakeholders were invited to multiple meetings seeking input.
- Staff meetings (approx. every month) reviewed progress and sought input.
- Stakeholder meetings held to review past LCAP and progress.
- Stakeholders given time to reflect and give input.
- Online Surveys were given to families seeking input on key areas.

Impact on LCAP and Annual Update

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

Suggestions and feedback were incorporated into the new LCAP for this year.
All 5 Goals are staying for the 2019-20 LCAP year.

- Actions for goals were rewritten and/or refined based on input from all stakeholders.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Increase the utilization and application of the Common Core State Standards in Mathematics

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

All students to improve in mathematics.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Improvement in math as measured by internal assessment measures and/or SBAC.	Aggregate student math performance improvement on either the internal assessment or the SBAC.	Student Improvement in math as measured by internal assessment measures and/or SBAC.	Student improvement in math as measured by internal assessment measures and/or SBAC.	Student improvement in math as measured by internal assessment measures and/or SBAC.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

Research and procure the appropriate trainings for the interpretation, utilization and communication of assessment.

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

Unchanged Action

2018-19 Actions/Services

Continue to research, develop, and evaluate targeted instructional math resources for differentiated instruction based on test performance data.

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

Unchanged Action

2019-20 Actions/Services

Continue to research, develop, and evaluate targeted instructional math resources for differentiated instruction based on test performance data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2000	2000	1500
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Credentialed, instructional case-carrying staff will participate in at least 5 hours of training in assessment interpretation bringing the total staff participation between 2016-17 and 2017-18 to 75%.

2018-19 Actions/Services

Implement targeted instructional resources and technology to support CC math implementation.

2019-20 Actions/Services

Implement targeted instructional resources and technology to support CC math implementation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1000	1000	1500
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	2500	2000	2000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Student performance is given consistent priority by school site staff identifying & addressing the needs of pupils using assessment data in the following ways: 1) parent participation in monthly PLP meetings and, 2) assessment data collected & reviewed by the teaching staff 3 times each school year: October, February, & June.

Provide ongoing staff development and articulation to support CC math implementation.

Provide ongoing staff development and articulation to support CC math implementation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	426875	622704.65	694750
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Provide training and support for all staff for effective and consistent school program and policy implementation.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Continued support needed for all staff to aid in parent support and student achievement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student improvement in math as measured by internal assessment measures and/or SBAC.	Aggregate student math performance improvement on either the internal assessment or the SBAC.	Student improvement in math as measured by internal assessment measures and/or SBAC.	Conduct training meetings for all credentialed staff.	Conduct training meetings for all credentialed staff.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue to research, develop and evaluate targeted instructional math resources for differentiated instruction based on test performance data.

2018-19 Actions/Services

Improve our systems of communication by providing designated trainings on school program policy topics at regularly scheduled staff meetings.

2019-20 Actions/Services

Improve our systems of communication by providing designated trainings on school program policy topics at regularly scheduled staff meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries In Goal 1	1000-1999: Certificated Personnel Salaries Amount in other budget item	1000-1999: Certificated Personnel Salaries Amount in other budget item

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Implement targeted instructional resources and technology to support CC math implementation.

2018-19 Actions/Services

Improve our systems of communication by providing designated trainings on curriculum knowledge at regularly scheduled staff meetings.

2019-20 Actions/Services

Improve our systems of communication by providing designated trainings on curriculum knowledge at regularly scheduled staff meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries In Goal 1	1000-1999: Certificated Personnel Salaries Amount in other budget item	1000-1999: Certificated Personnel Salaries Amount in other budget item

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide ongoing staff development and articulation to support CC math implementation.

2018-19 Actions/Services

Improve our systems of communication with administrative meetings devoted to assessing and refining our staff trainings and procedures.

2019-20 Actions/Services

Improve our systems of communication with administrative meetings devoted to assessing and refining our staff trainings and procedures.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries In Goal 1	1000-1999: Certificated Personnel Salaries Amount in other budget item	1000-1999: Certificated Personnel Salaries Amount in other budget item

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Modified Action		
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide Integrated Math 1, 2 and 3 courses onsite and home based program.		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries in Goal 1	1000-1999: Certificated Personnel Salaries Amount in other budget item	1000-1999: Certificated Personnel Salaries Amount in other budget item

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 3

Provide greater guidance, support, and opportunities for students in the areas of college and career readiness.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Help students be prepared for college and/or careers after high school. Provide guidance to students on A-G completion. Establish Career Technical Education (CTE) Pathway. Develop CTE tracking method and guidance.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implement a new teacher induction procedure and conduct training meetings for	A staff handbook of policies and procedures and a new teacher induction procedure	Implement a new teacher induction procedure and conduct training meetings for	Teachers will turn in student A-G Checklist of at least 50% of GHS students. One CTE	Teachers will turn in student A-G Checklist of at least 75% of GHS students. One CTE

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
newly hired credentialed staff.	have been created. Training meetings were held.	newly hired credentialed staff.	Pathway established. CTE tracking document or process established.	Pathway established. CTE tracking document or process established.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Improve our systems of communication by implementing the new teacher induction procedure.

2018-19 Actions/Services

Continue to refine and implement system of monitoring students' enrollment in and completion of A-G courses.

2019-20 Actions/Services

Continue to train and monitor teacher guidance for the purpose of student College and Career Readiness according to the CA Dashboard.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries In Goal 1	1000-1999: Certificated Personnel Salaries Amount in other budget item	1000-1999: Certificated Personnel Salaries Amount in other budget item
Amount	64800	139064.47	148741
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

New Action

2019-20 Actions/Services

Improve our systems of communication by providing designated trainings on school program policy topics at regularly scheduled staff meetings.

Continue to train and monitor teacher guidance of students in A-G completion and CTE pathways.

Implement year two of CTE Technology pathway.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries in other goal	1000-1999: Certificated Personnel Salaries Amount in other budget item	1000-1999: Certificated Personnel Salaries Amount in other budget item
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries in other goal	2000-2999: Classified Personnel Salaries Amount in other budget item	2000-2999: Classified Personnel Salaries Amount in other budget item

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

New Action

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

Modified Action

2017-18 Actions/Services

Improve our systems of communication by providing designated trainings on curriculum knowledge at regularly scheduled staff meetings.

2018-19 Actions/Services

Implement year one of a CTE pathway.

2019-20 Actions/Services

Continue to seek out personnel for additional CTE pathways. Provide support, as needed, to guide such personnel through the process of obtaining subject area competency.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries in Goal 1	1000-1999: Certificated Personnel Salaries Amount in other budget item	1000-1999: Certificated Personnel Salaries Amount in other budget item

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Unchanged Action

Modified Action

2017-18 Actions/Services

Improve our systems of communication with administrative meetings devoted to assessing and refining our staff trainings and procedures.

2018-19 Actions/Services

Seek out possible personnel who are skilled in appropriate CTE pathways. Provide support, as needed, to guide such personnel through the process of obtaining subject area competency.

2019-20 Actions/Services

Continue to guide, monitor, and encourage student enrollment in and completion of CTE courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries in other goal	1000-1999: Certificated Personnel Salaries Amount in other budget item	1000-1999: Certificated Personnel Salaries Amount in other budget item
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries 0	2000-2999: Classified Personnel Salaries Amount in other budget item	2000-2999: Classified Personnel Salaries Amount in other budget item

Action 5

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

	Unchanged Action	
	Research and develop a process to guide, monitor, and encourage student enrollment in and completion of CTE courses.	

Budgeted Expenditures

Amount		0	
Source		LCFF	
Budget Reference		1000-1999: Certificated Personnel Salaries Amount in other budget item	

Action 6

All	All Schools
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OR

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

	New Action	
	Hire a guidance counselor to provide additional support and leadership to students in the areas of college and career readiness.	

Budgeted Expenditures

Amount		0	
Source		LCFF	
Budget Reference		1000-1999: Certificated Personnel Salaries Amount in other budget item	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 4

Provide high quality and effective educational services and products to support student learning, (including necessary and appropriate special education and EL populations), engagement, and school connectedness under the daily guidance of their parent.

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Enrolled students and their parents choose Glacier High School Charter for a wide variety of reasons. The common denominator for all of our students is that their parents desire to exercise greater involvement in their student's education. GHSC needs to provide these students and their families the curricula, the classes and instructional opportunities and the guidance in order for these students to obtain a high quality education.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
GHS Student A-G Checklist	GHS Student A-G Checklist developed.	Teachers will turn in Student A-G Checklist of at least 50% of GHS students.	Maintain Yellow Performance Level or above for the "All Students" measure of	Maintain Yellow Performance Level or above for the "All Students" measure of

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Chronic Absenteeism and Suspension Rate on the State Dashboard.	Chronic Absenteeism and Suspension Rate on the State Dashboard.
CTE pathway established	No CTE pathways	One CTE pathway established	One CTE Pathway implemented.	Two CTE Pathways implemented.
CTE tracking document.	No CTE tracking document.	CTE tracking document or process established.	CTE tracking document or process established.	CTE tracking document or process established.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Refine and implement system of monitoring students enrollment in and completion of A-G courses.

Every student will be assigned to a teacher. Every teacher will meet with each student and their parent at least every 20 school days to develop and monitor each student's Personalized Learning Plan.

Every student will be assigned to a teacher. Every teacher will meet with each student and their parent at least every 20 school days to develop and monitor each student's Personalized Learning Plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries in other goal	1000-1999: Certificated Personnel Salaries Amount in other budget item	1000-1999: Certificated Personnel Salaries Amount in other budget item

Action 2

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
---	--

OR

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

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

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Modified Action</p>
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Train teachers to provide A-G and CTE pathways guidance to students.

Most students will participate in academic assessment within the CAASPP system and all students will participate in one of the school's internal assessment programs.

Deliver academic assessments, including CAASPP (purpose: to meet state requirement) and the school's internal assessment and evaluations, to all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries in other goal	1000-1999: Certificated Personnel Salaries Amount in other budget item	1000-1999: Certificated Personnel Salaries Amount in other budget item

Action 3

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
---	--

OR

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

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

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Modified Action</p> <p>2017-18 Actions/Services</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Unchanged Action</p> <p>2018-19 Actions/Services</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Unchanged Action</p> <p>2019-20 Actions/Services</p>
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Establish at least one CTE pathway.	The school will provide necessary high quality, on-site classes in both the core as well as enrichment academic areas.	The school will provide necessary high quality, on-site classes in both the core as well as enrichment academic areas.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries in other goal	1000-1999: Certificated Personnel Salaries Amount in other budget item	1000-1999: Certificated Personnel Salaries Amount in other budget item

Action 4

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Seek out possible personnel who are skilled in appropriate CTE pathway(s).	Every student will be provided with a custom personalized learning plan,	Every student will be provided with a custom personalized learning plan,

Provide support, as needed, to guide such personnel through process of obtaining subject area competency.

including all the curriculum the student is provided. This plan will be built around the student's needs and will be monitored and adapted throughout the school year as needed.

including all necessary educational materials. This plan will be built around the student's needs and will be monitored and adapted throughout the school year as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	29681
Source	LCFF	LCFF	Other
Budget Reference	1000-1999: Certificated Personnel Salaries in other goal	1000-1999: Certificated Personnel Salaries Amount in other budget item	1000-1999: Certificated Personnel Salaries SPED

Action 5

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
---	--

OR

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

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

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>New Action</p> <p>2017-18 Actions/Services</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>New Action</p> <p>2018-19 Actions/Services</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Modified Action</p> <p>2019-20 Actions/Services</p>
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Research and develop a process to guide, monitor, and encourage student enrollment in and completion of CTE courses.

Make available technology tools, i.e. chromebook, to ensure all students have access to available curriculum and resources.

Provide training for teachers to more closely monitor and communicate student engagement with online learning in order to facilitate a higher rate of pupil success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	87207.65	95870
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries in other goal	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			2667
Source			Other
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 6

All All Schools

OR

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

Actions/Services

<input type="text"/>	New Action <input type="text"/>	<input type="text"/>
<input type="text"/>	Develop and provide training for teachers to more closely monitor and communicate student engagement with online learning in order to facilitate a higher rate of pupil success.	<input type="text"/>

Budgeted Expenditures

Amount		0	
Source		LCFF	
Budget Reference		1000-1999: Certificated Personnel Salaries Amount in other budget item	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 5

Develop, improve, and maintain facilities (buildings and grounds) to ensure safety and support the mission of the school.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

In order for our school to accomplish its mission the buildings and grounds must be safe, efficient, attractive, and clean.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain Yellow Performance Level or above for the "All Students" measure of Chronic Absenteeism and Suspension Rate on the State Dashboard.	From State Dashboard: Chronic Absenteeism - N/A. Suspension Rate - Performance Level - Highest (Blue)	Maintain Yellow Performance Level or above for the "All Students" measure of Chronic Absenteeism and Suspension Rate on the State Dashboard.	Maintain Yellow Performance Level or above for the "All Students" measure of Chronic Absenteeism and Suspension Rate on the State Dashboard.	Maintain Yellow Performance Level or above for the "All Students" measure of Chronic Absenteeism and Suspension Rate on the State Dashboard.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Every student will be assigned to a teacher. Every teacher will meet with each student and their parent at least every 20 school days to develop and monitor each student's Personalized Learning Plan.

2018-19 Actions/Services

Provide regular, ongoing janitorial service for the buildings.

2019-20 Actions/Services

Provide regular, ongoing janitorial service for the buildings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries In Goal 1	1000-1999: Certificated Personnel Salaries Amount in other budget item	1000-1999: Certificated Personnel Salaries Amount in other budget item

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Most students will participate in academic assessment with either the CAASPP and one of the schools internal assessments.

2018-19 Actions/Services

Provide regular, ongoing landscape maintenance as needed.

2019-20 Actions/Services

Provide regular, ongoing landscape maintenance as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries In Goal 1	1000-1999: Certificated Personnel Salaries Amount in other budget item	2000-2999: Classified Personnel Salaries Amount in other budget item

Action 3

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

(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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

The school will provide necessary high quality, on-site classes in both the core as well as enrichment academic areas.

2018-19 Actions/Services

Address all critical safety issues in a timely manner.

2019-20 Actions/Services

Address all critical safety issues in a timely manner.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries In Goal 3	2000-2999: Classified Personnel Salaries Amount in other budget item	2000-2999: Classified Personnel Salaries Amount in other budget item
Amount	107000	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	218007.06	201889.74	199783.27
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	183502.45	303536.83	317563
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries In Goal 1	1000-1999: Certificated Personnel Salaries Amount in other budget item	1000-1999: Certificated Personnel Salaries Amount in other budget item

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Every student will be provided with a custom personalized learning plan. This plan will be built around the student's needs and will be monitored and adapted throughout the school year as needed.

2018-19 Actions/Services

Plan and perform building modifications to better serve our school's mission as needed.

2019-20 Actions/Services

Plan and perform building modifications to better serve our school's mission as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries in other goal	1000-1999: Certificated Personnel Salaries Amount in other budget item	1000-1999: Certificated Personnel Salaries Amount in other budget item
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries in other goal	2000-2999: Classified Personnel Salaries Amount in other budget item	2000-2999: Classified Personnel Salaries Amount in other budget item
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits in other goal	3000-3999: Employee Benefits Amount in other budget item	3000-3999: Employee Benefits Amount in other budget item
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies in other goal	4000-4999: Books And Supplies Amount in other budget item	4000-4999: Books And Supplies Amount in other budget item

Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures in other goal	5000-5999: Services And Other Operating Expenditures Amount in other budget item	5000-5999: Services And Other Operating Expenditures Amount in other budget item
Amount			38848.73
Source			LCFF
Budget Reference			6000-6999: Capital Outlay
Amount			39776.27
Source			Other
Budget Reference			6000-6999: Capital Outlay

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$101220

Percentage to Increase or Improve Services

7.07%

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).

Mountain Home Charter School uses all LCFF funding in a "school wide" manner. All students in Mountain Home Charter receive equal but individualized and focused access to all necessary educational resources and programs. As a Personalized Learning Program, every student receives a unique, customized learning plan that is designed around student performance data and includes student, parent and teacher input. Accordingly, unduplicated students are provided all educational resources which are principally directed to and effective for their unique academic needs. This is the most effective use of funds because every student is engaged as an individual and receives targeted resources relative to their unique and specific needs.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$91837

Percentage to Increase or Improve Services

7.06%

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).

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$60,542.00	6.44%

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).

Glacier High School uses all LCFF funding in a "school wide" manner. All students in Glacier High School receive equal access to all necessary educational resources and programs. As a Personalized Learning Program, every student receives a unique, customized learning plan that is designed around student performance data and includes student, parent and teacher input. Accordingly, unduplicated students are provided all educational resources supplemental or otherwise relative to what their unique academic needs. This is the most effective use of funds because every student is engaged as an individual and receives targeted resources relative to their unique and specific needs.

Glacier High School uses all LCFF funding in a "school wide" manner. All students in Glacier High School receive equal access to all necessary educational resources and programs. As a Personalized Learning Program, every student receives a unique, customized learning plan that is designed around student performance data and includes student, parent and teacher input. Accordingly, unduplicated students are provided all educational resources supplemental or otherwise relative to what their unique academic needs. This is the most effective use of funds because every student is engaged as an individual and receives targeted resources relative to their unique and specific needs.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,417,086.34	1,539,807.44	1,026,284.51	1,417,086.34	1,572,680.27	4,016,051.12
	0.00	0.00	0.00	0.00	0.00	0.00
Governors CTE Initiative: California Partnership Academies	0.00	0.00	0.00	0.00	0.00	0.00
LCFF	1,393,381.00	1,499,008.44	1,026,284.51	1,393,381.00	1,500,556.00	3,920,221.51
Other	23,705.34	40,799.00	0.00	23,705.34	72,124.27	95,829.61

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,417,086.34	1,539,807.44	1,026,284.51	1,417,086.34	1,572,680.27	4,016,051.12
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	625,704.65	653,955.31	429,875.00	625,704.65	727,431.00	1,783,010.65
2000-2999: Classified Personnel Salaries	139,064.47	118,862.15	64,800.00	139,064.47	148,741.00	352,605.47
3000-3999: Employee Benefits	303,536.83	351,764.93	183,502.45	303,536.83	317,563.00	804,602.28
4000-4999: Books And Supplies	87,207.65	166,966.00	107,000.00	87,207.65	95,870.00	290,077.65
5000-5999: Services And Other Operating Expenditures	203,889.74	207,460.05	220,507.06	203,889.74	204,450.27	628,847.07
6000-6999: Capital Outlay	57,683.00	40,799.00	20,600.00	57,683.00	78,625.00	156,908.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,417,086.34	1,539,807.44	1,026,284.51	1,417,086.34	1,572,680.27	4,016,051.12
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Governors CTE Initiative: California Partnership Academies	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	625,704.65	653,955.31	429,875.00	625,704.65	697,750.00	1,753,329.65
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00	29,681.00	29,681.00
2000-2999: Classified Personnel Salaries	LCFF	139,064.47	118,862.15	64,800.00	139,064.47	148,741.00	352,605.47
3000-3999: Employee Benefits	LCFF	303,536.83	351,764.93	183,502.45	303,536.83	317,563.00	804,602.28
4000-4999: Books And Supplies	LCFF	87,207.65	166,966.00	107,000.00	87,207.65	95,870.00	290,077.65
5000-5999: Services And Other Operating Expenditures	LCFF	203,889.74	207,460.05	220,507.06	203,889.74	201,783.27	626,180.07
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	2,667.00	2,667.00
6000-6999: Capital Outlay	LCFF	33,977.66	0.00	20,600.00	33,977.66	38,848.73	93,426.39
6000-6999: Capital Outlay	Other	23,705.34	40,799.00	0.00	23,705.34	39,776.27	63,481.61

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	627,704.65	655,955.31	432,375.00	627,704.65	699,750.00	1,759,829.65
Goal 2	0.00	0.00	0.00	0.00	0.00	0.00
Goal 3	139,064.47	118,862.15	64,800.00	139,064.47	148,741.00	352,605.47
Goal 4	87,207.65	166,966.00	0.00	87,207.65	128,218.00	215,425.65
Goal 5	505,426.57	557,224.98	508,509.51	505,426.57	595,971.27	1,609,907.35
Goal 6	57,683.00	40,799.00	20,600.00	57,683.00	0.00	78,283.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					