LCFF Budget Overview for Parents

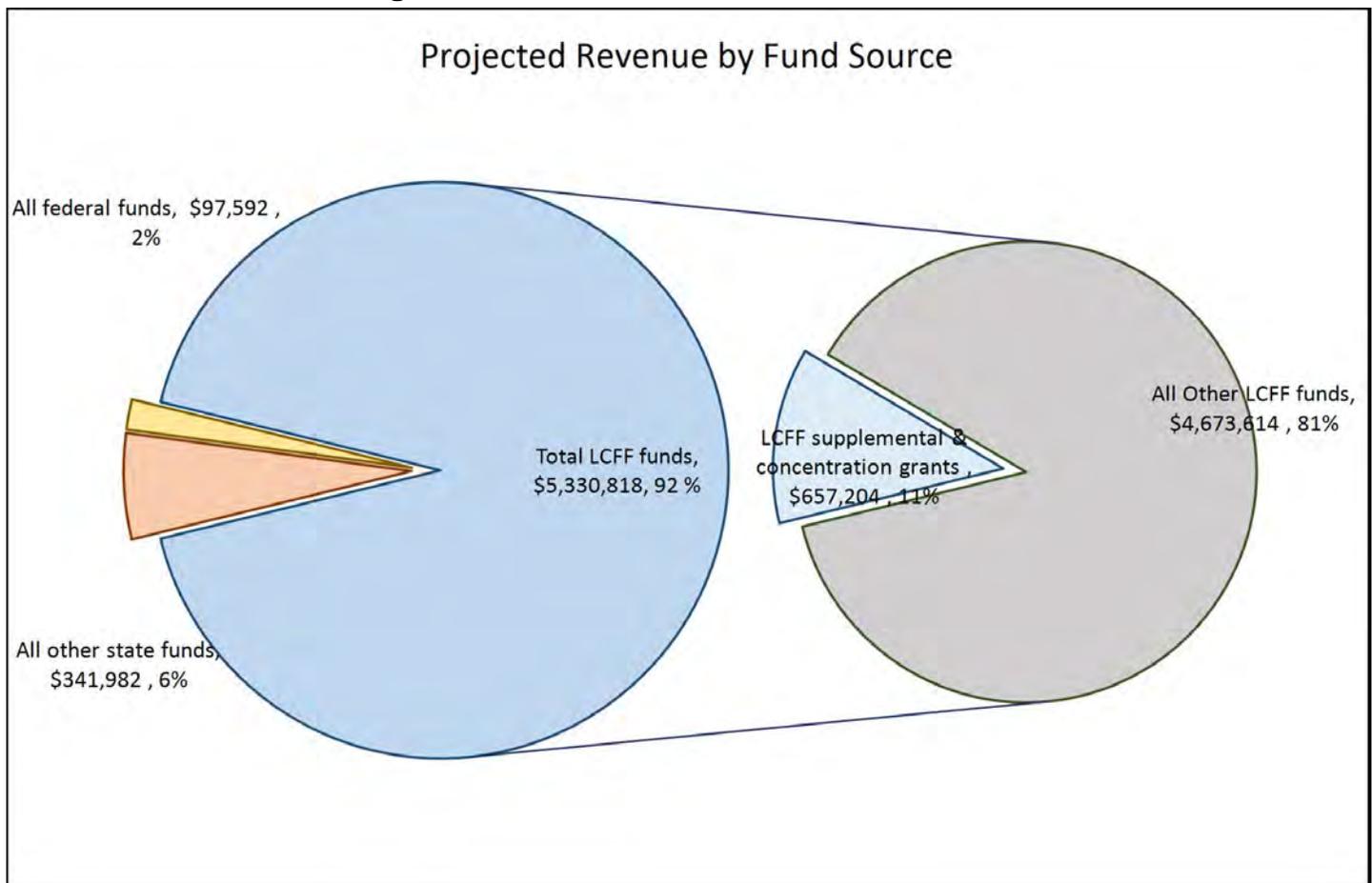Local Educational Agency (LEA) Name: County Collaborative Charter School

CDS Code: 37-68213-0129668

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

LEA contact information: Kurt Madden, CEO,

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $97,592 , 2%

All other state funds, $341,982 , 6%

Total LCFF funds, $5,330,818, 92 %

LCFF supplemental & concentration grants , $657,204 , 11%

All Other LCFF funds, $4,673,614 , 81%

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

The total revenue projected for County Collaborative Charter School is $5,770,392, of which $5,330,818.00 is Local Control Funding Formula (LCFF), $341,982.00 is other state funds, $0 is local funds, and $97,592.00 is federal funds. Of the $5,330,818.00 in LCFF Funds, $657,204.00 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.

Budgeted Expenditures

Total Budgeted General Fund Expenditures $5,491,219

Total Budgeted Expenditures in LCAP $3,948,427

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

County Collaborative Charter School plans to spend $5,491,219.00 for the 2019-20 school year. Of that amount, $3,948,427 is tied to actions/services in the LCAP and $1,542,792 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
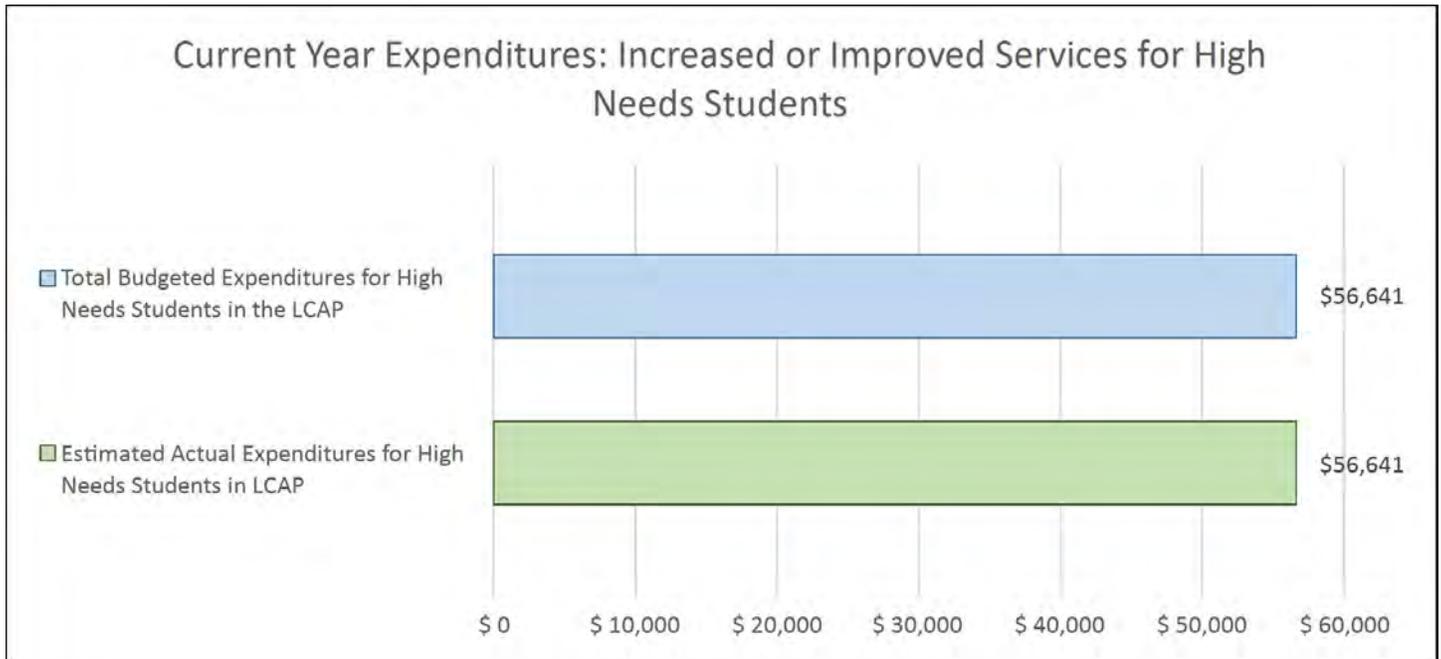
General Fund Budget Expenditures for the LCAP year not included in the LCAP may be used for: Basic services and operational expenses, occasional vendors such as Health and Nutrition at Reservation, mileage, subscriptions, snacks and water at testing, and other Core program expenditures such as field trips.

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

In 2019-20, County Collaborative Charter School is projecting it will receive $657,204.00 based on the enrollment of foster youth, English learner, and low-income students. County Collaborative Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, County Collaborative Charter School plans to spend $657,204.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$56,641
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$56,641

$0 $10,000 $20,000 $30,000 $40,000 $50,000 $60,000

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

In 2018-19, County Collaborative Charter School's LCAP budgeted $56,641 for planned actions to increase or improve services for high needs students. County Collaborative Charter School estimates that it will actually spend $56,641 for actions to increase or improve services for high needs students in 2018-19.

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)

LEA Name	Contact Name and Title	Email and Phone
County Collaborative Charter School	Kurt Madden, CEO	kmadden@cccs.education 760-494-9646

2017-20 Plan Summary

The Story

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

County Collaborative Charter School

Mission Statement
Our mission is to create a diverse and individualized learning environment that supports every student and strengthens relationships between families, programs, authorizers, and the community. With a strong foundation of award-winning educator experience, we provide organizational and professional support to charter programs so that they can focus on creating customizable learning for any student.

About County Collaborative Charter School
The philosophy and mission of the County Collaborative Charter School is to "Support successful student outcomes that result in lifelong learning." We firmly believe that to meet the demands of the 21st Century, County Collaborative Charter School graduates will be able to be: Creative and Complex Thinkers, Effective Communicators, Community/Global Participants, and Empowered and Independent Learners.

Demographics
On CBEDS day 2018-2019, County Collaborative reported an enrollment of 74 students. This includes the enrollment of 59.5% socio-economically disadvantaged, 18.9% English Learners, and 14.9% Special Education student populations.

Our goal is to provide students with a personal approach to learning through an Independent Study Program. We believe we have several curricula options and want to ensure we can meet the individual needs of our students, as well as, prepare them to be college and career ready. We believe we engage and motivate students toward lifelong learning and continue to develop them throughout the school year. Furthermore, the genuine care demonstrated by our staff members, continues to be an attraction for our students and parents and also helps increase our average daily attendance. Our most recent stakeholder input survey results demonstrated a 100% Overall Satisfaction rate with our school and a 100% Connected to School: Feels safe, valued and respected rate.

Here at County Collaborative Charter, we offer a diverse range of programs to ensure the success of your child. Our Educators come from varying cultural and educational backgrounds to ensure a close connection with your child. We work hard to not only provide everything necessary for your child to succeed in school, but to thrive in life. Whether your child needs one-on-one, small group, classroom, or distance learning, we will connect them with teachers who care, and peers they will make lifelong connections with professional skills through our multiple professional development opportunities that are provided.

County Collaborative Charter School provides a comprehensive, personalized learning program to meet the diverse needs of our student population. All of the students are utilizing online curricula currently provided by Edmentum. Each Teacher of Record (TOR) may supplement or adapt curriculum as needed to meet the individual needs of students.

County Collaborative Charter School is authorized to serve students in grades TK-12. Students work through grade level, California state standards with pre-approved content that is delivered online. Each student is assigned a Teacher of Record (TOR) who supports the student's program of study by creating a supportive experience with a focus on attendance and completing credit requirements.

A Career and Technical Education (CTE) Advisory Committee was formed with industry professionals, parents, teachers, school administrators and members of local workforce development in attendance at the first bi-annual meeting. In the Fall of 2017 four CTE industry pathways will be launched: Healthcare, Information Communication Technology, Business and Manufacturing. As the courses and pathways are being developed, the CTE Coordinator and Advisory will focus on aligning the program with the 11 Elements of Highly Successful CTE Program, academic state standards and meeting the individual needs of our diverse student population.

LCAP Highlights

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

Goal 1 Student Learner Outcomes

Metrics:
- Curriculum Assessments (CAASPP, LCFF Evaluation Rubrics)
- Local school-wide assessments
- i-Ready diagnostic benchmark assessments

Major Actions:
- Continue evaluation of students' academic performance

- Continue monitoring English Learner (EL), Low Income (LI), Foster Youth (FY), Students With
- Disabilities (SWD) for proficiency
- Continue 100% access to materials/learning experiences aligned to state standards
- Provide training/professional development on use of rubrics, achievement data, and targeted

Interventions

- Provide training/professional development on ELD Instruction, SDAIE, EL Master Plan, and

reclassification

- Provide training/professional development teaching students with disabilities, on successful strategies

and Intervention practices that produce large outcomes

Goal 2 Positive School Climate and High ADA

Metrics:
- Average Daily Attendance Rates
- Stakeholder Connectedness Survey Results

Major Actions:
- Providing credit recovery Options
- Maintaining highly qualified teachers and classified staff

Goal 3 Establishing Connections and partnerships to increase engagement and involvement, to support learning and achievement

Metrics:
- Stakeholder Parent Participation Survey Results
- Stakeholder Safety and Satisfaction Survey Results

Major Actions:
- Provide meaningful and transparent communication
- Provide parent input opportunities
- Provide parent training and workshops
- Provide EL Master Plan training (ELD placement, ELD progress, Reclassification)
- Provide translated notices, reports, statements

Goal 4 College and Career Readiness and Career Technical Education

Metrics:
- Graduation Rates
- College/Career Prepared Rates

Major Actions:
- Provide College and Career Readiness Programs

- Monitor and Support Middle to High School transition to improve Graduation Rates
- Provide Career Technical Education and career pathway opportunities
- Provide AVID and AVID enrichment opportunities
- Provide CAASPP preparation

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

County Collaborative Charter School (CCCS) celebrates the 0% suspension and expulsion rate for all student groups. We acknowledge the importance of student connectedness and engagement to continue achieving the low rates through our LCAP Goal 2 action steps that are focused on student engagement and connectedness by providing highly qualified teachers, adopting practices that make parents and students feel welcome and respected, and providing guidance counselor and credit recovery support options.

County Collaborative Charter School is proud of its progress in its LCFF Dashboard, 3.5% Chronic Absenteeism rate and recognizes the importance of student attendance as it relates to academic achievement and will continue to work toward decreasing that rate; our LCAP Goal 2 focuses on promoting a high ADA and positive school climate by providing highly-qualified teachers, best practices, and interventions to ensure student success.

Our 2018 LCAP Input Survey was distributed for stakeholder input. We had an increase in stakeholder LCAP input survey participation from 9 in 2017-18 to 50 in 2018-19. Our goal is to continue to communicate with parents, provide opportunities for input, create a culture of connectedness to involve and engage parents and students and increase our input participation. The results of our input survey demonstrated that 98% of parents feel connected to our school and that they feel safe, valued and respected. The Overall satisfaction rate of our school is 98%.

To continue the growth of our high percentage rates, our LCAP Goal 3 focuses on establishing connections and partnerships with families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. We believe that effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making.

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

Greatest Needs

The County Collaborative Charter School LCFF dashboard did not return any performance color results– a baseline will be developed from 2018-19 LCFF Dashboard Performance results. There are no "Not Met" or "Not Met for Two or More Years" ratings.

County Collaborative Charter School acknowledges that although there are no LCFF Dashboard color results, our Graduation rate of 14% graduated and 2% College/Career prepared are areas of need.

County Collaborative's Performance Indicator (PIR) participation rate did not meet the 95% for all students with disabilities. As a result, a PIR plan was written and is submitted with this LCAP. The PIR team consisted of the following: SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers. The improvement strategies are outlined in the PIR plan and will be monitored and evaluated for progress by the PIR team and monitored during the LCAP Annual Review process. LCAP 1.7 Review of the Performance Indicator Review plan will be monitored for progress of the planned strategies/activities to improve the 81.82% participation rate of SWDs in ELA and Mathematics CAASPP tests.

Although our Chronic Absenteeism rate is low at 3.5%, County Collaborative Charter School recognizes the importance of student attendance and its correlation to increasing graduation and college prepared rates. LCAP Goal 4 action steps focuses on the importance of monitoring attendance, providing collective support from teachers for academic success and fostering support to ease transition through middle and high school as being priorities to improve our graduation and college/career prepared rates.

Steps we will take to promote student success:
4.1 Develop a comprehensive College and Career readiness program that helps align student strengths and interests to post-secondary goals; increase Career Technical opportunities to prepare students for the 21st century workforce and global competencies.
4.2 Students transitioning from middle to high school will be monitored to keeps students "on-track" to graduate from high school by monitoring attendance, providing collective support from teachers for academic success and raising the academic bar.
4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness.

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

Performance Gaps

The County Collaborative Charter School– LCFF dashboard did not return any performance color results/rubric that indicates any student group two or more performance levels below the "all student" performance.

Although County Collaborative Charter School does not have any student groups identified as performing as Very Low "Red" or Low "Orange" on the LCFF Dashboard, we acknowledge through LCAP Goal 2 the importance of providing highly qualified teachers, best practices and timely

response to intervention to support student progress and eliminate performance gaps for all of our 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.

This is not applicable to County Collaborative Charter School

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.

This is not applicable to County Collaborative Charter School

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.

This is not applicable to County Collaborative Charter School

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

We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners, other unduplicated student groups, and students with disabilities.

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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP ELA Increase the number of students that have Met or Exceeded grade level proficiency by 2% each year. **18-19** CAASPP ELA	*% ELA – Less than 11 students – no data displayed for privacy Baseline will be developed with 2019 Results

Expected	Actual

Baseline All Students *% ELA - Less than 11 students - no data displayed for privacy	
Metric/Indicator CAASPP Math Increase the number of students that have Met or Exceeded grade level proficiency by 2% each year. **18-19** CAASPP Math **Baseline** All Students *% Math - Less than 11 students - no data displayed for privacy	*% Math – Less than 11 students – no data displayed for privacy Baseline will be developed with 2019 Results
Metric/Indicator Maintain or Increase LCFF Evaluation Rubric levels **18-19** ELA and Math LCFF Dashboard **Baseline** ELA No Data *** (2 students) MATH	*% ELA and Math – Less than 11 students – no data displayed for privacy Baseline will be developed with 2019 Results

Expected	Actual
No Data *** (2 students)	
Metric/Indicator English Language Proficiency Assessments for California - ELPAC **18-19** ELPAC	English Language Proficiency Assessments for California - ELPAC (20 students) Level 4 – Well Developed, 40% Level 3 – Moderately Developed, 45% Level 2 – Somewhat Developed, 10% Level 1 – Beginning Stage, 5%

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
1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, RTI process, tutor support from approved vendors, time management training with student/parent. Collaboration across departments to streamline intervention process and to measure the effectiveness of the intervention will be done. (All Students) (WASC)	Progress is tracked through local assessments: EDMENTUM Adaptive Intervention Assessment Tool in English Language Arts, Mathematics, and reading Comprehension. Teacher evaluation of student work Course completion rate Part time counselor was hired Hiring of core subject matter teacher in Math to provide targeted one on one individual support School wide intervention team established. Implementation of subject matter curriculum directors in core subject areas.	No Cost	Included in 2.2 Certificated Salaries and Benefits LCFF

504 process established to provide supports to students to improve academic performance
state assessments
CAASPP
ELPAC
FITNESSGRAM

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes and ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD) (WASC)	SPED PIR plan development SST evaluation for underperforming students Targeted use of support tools and face-to-face or virtual tutoring. Customized curriculum designed to individual learning styles. Use of EDMENTUM'S Adaptive Intervention Prescription in English Language Arts, Reading Comprehension and Mathematics.	No Cost	Included in 2.2 Certificated Salaries and Benefits LCFF

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students)	• Students have access to a wide variety of standards-based, rigorous curriculum • Edgenuity • I-Ready	Core Curriculum, Textbooks, and Supplies LCFF $932,540.21	Curriculum, Textbooks, Materials and Supplies LCFF $580,302.00

- Online courses, credit recovery, core programs
- Supplemental curriculum and materials supporting common core standards
- Extended School year
- Digital curriculum aligned to common core
- Service vendors offering educational opportunities across geographical area

- We provide equitable access to instructional content
- Standards based online curriculum is provided
- Planned learning and accomplished learning is in line with standards
- Vendors are vetted, and online learning programs are state standards aligned.
- We recruit and retain qualified and effective teachers
- We ensure appropriate assignment of experienced and qualified teachers
- We review data to determine staffing needs.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided. Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students)	EDMENTUM Training Rubrics covered in instructional coaching Developed a culture of ongoing collaboration and professional growth through weekly staff meetings Collaborate with educational intermediaries to support teacher-driven professional learning models	Travel and Conferences LCFF $16,317.35	Included in 1.5 Professional Development LCFF

Collaboratively-created list of professional development needs to improve student academic achievement

Quarterly in-person staff meeting used to discuss student academic achievement

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress, SDAIE strategies, and reclassification, Literacy at Home, and Common Core. (ALL, EL, SWD, FY, LI) (WASC)	SIS Training in August 2018 EDMENTUM Training in August 2018 Compliance Training in February 2019 EL master plan review and update in May 2019 for 2019-2020 school year Teacher trainings is CAASPP and ELPAC administrations Student and Parent Access to CAASPP boot camp in March 2019 Parent newsletter/social media posting regarding CAASPP testing Spring 2019 Letter to parent sent after initial ELPAC testing indicating student performance level	Included in 1.4	Professional Development LCFF $12,633.00

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students)	School leadership fosters a culture of learning in which teachers reflect on their practice and how it connects to student learning and receive meaningful feedback

Educators provide messages of high expectations and create opportunities for meaningful student participation...career academies, service learning projects, student-led decision making and leadership

Independent study skills and note-taking strategies taught directly to students at face-to-face meetings | No Cost | Included in 1.3 Curriculum, Textbooks, Materials and Supplies LCFF |

Analysis

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

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

The description of the Actual Actions/Services demonstrates the implementation of services to address the planned actions.

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

A new school action plan is being developed by groups including staff, students, and educational rights holders. LCAP goals are being aligned with WASC Self Study report, SLO's, and identified Student Critical Needs. Reviews by all staff are ongoing to evaluate future objectives and overall progress that had been made in the last school year. Parents and students were also involved in numerous ways. These included involvement in formal surveys, LP meetings, and senior graduation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

Based on stakeholder input the following modifications were made:

1.1 modified: We will increase the academic achievement of ALL students by engaging in in-depth analysis of student assessment to provide effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.

1.3 modified: All students have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content.

1.4 modified: Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents; for example: creation and use of rubrics, student achievement data to inform instruction, identifying the effective targeted interventions for students struggling to meet grade level proficiency.

1.5 modified: EL progress and reclassification to show our focus on the English learner's progress in all courses.

For the basis of monitoring the Performance Indicator Review (PIR) plan, the following action will be added for the purpose of monitoring and evaluating the PIR plan during the LCAP annual review:

1.7 Review of the Performance Indicator Review plan will be monitored for progress of the planned strategies/activities to improve the 81.82% participation rate of SWDs in ELA and Mathematics CAASPP tests.

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

We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success.

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 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Decrease Chronic Absenteeism by 2% each year **18-19** Chronic Absenteeism **Baseline** Maintain a high rate of ADA at 95% or increase by 2% each school year. 2016-17 • 43.34% (dataquest)	2017-18: 18.8% chronically absent

Expected	Actual
Metric/Indicator Strive for 0% Expulsion Rate each year **18-19** Expulsion Rate **Baseline** Maintain 0% expulsion rate	0% Expulsion Rate
Metric/Indicator Strive for 0% Suspension Rate each year **18-19** Suspension Rate **Baseline** Maintain 0% suspension rate	0% Suspension Rate

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
2.1 Focus on school climate and student engagement and Increase our ADA by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)	• Adopted practices that make all families feel welcome and respected • Credit recovery options • Work experience options • SST available at all grade levels	No Cost	No Cost

- Community agency referrals for services as needed

Part-time guidance counselor hired

Attendance rate improved from 43.4% (data quest) to 3.5% (LCFF dashboard)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. (ALL students) (WASC)	- Intentionally built and sustained respectful and trusting relationships with staff, educators and families by creating a welcoming and inclusive environment - County Collaborative ensures that teachers are fully credentialed in the subject area of the pupils they are teaching. - Professional development is provided based on student and teacher needs. Hired two single-subject science teachers, two single-subject English teachers, one multiple subject teacher, and a part-time math teacher.	Certificated Salaries and Benefits LCFF $2,421,095	Certificated Salaries and Benefits LCFF $1,248,080.00

Action 3

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed. (WASC) (All Students)	Jumpstart is available to all students. Chrome books purchased to meet the continual growth in County High.	Technology Services, Communication CTEIG $16,395.75	Technology Services, Communication LCFF $12,070.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Frequent contact with parents in order to update them on student progress and notify them of events. (All Students)	• Educators communicate regularly to parents and families about opportunities to provide feedback Monthly meetings with students and parents facilitated by teachers Parent newsletter sent out via email Development of social media tools such as twitter and facebook We establish ongoing processes to gather information through regular surveys Annual survey to determine school climate	No Cost	Included in 2.2 Certificated Salaries and Benefits LCFF

Analysis

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

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

The description of the Actual Actions/Services demonstrates the implementation of services to address the planned actions.

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

The effectiveness has been excellent based on our to 3.5% chronically absent(dashboard). We have also hired new, highly qualified teachers to support students and develop relationships with parents.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.2 based on enrollment

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.

In response to Stakeholder input, new action steps will be added:
NEW: 2.5 – Develop a plan to address the social, emotional and mental health needs of students and staff that includes preventive, responsive, and aftercare action plans to include collection and review of data for effectiveness of plan/actions and allocation of resources and professional development. (WASC)
NEW: 2.6 – Professional Development/training in Cultural Awareness

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

We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement.

Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Participation/Input Rates Maintain or increase by 2% each year **18-19** Survey Results **Baseline** # Of Survey Participants 9 Participants	• 97% agree that County Collaborative provides a Safe Environment for Learning • 98% feel Connected to School, Valued and Respected • 98% feel engaged with Opportunities for Input 50 survey participants (+36)

	Expected	Actual

Metric/Indicator Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year **18-19** Overall Satisfaction Rate **Baseline** %Satisfaction Rate 100%	• 98% have Overall Satisfaction with the County Collaborative Program
Metric/Indicator Safety Plan Review and Training **18-19** Meeting and Training Dates **Baseline** Annual dates	The school safety plan was last reviewed, updated and discussed with the school faculty in October 2018. The safety plan may be viewed upon request. Online safety training for all staff: November/December 2018

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
3.1 We will seek parent input and assess our level of stakeholder engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication	• Input surveys • Social emotional support group • Weekly one on one meetings with their teacher	Marketing and Student Recruiting LCFF $63,547.26	Technology Services, Communication LCFF $12,070.00

with all parents; and, to ensure all parents have opportunities for participation and input. (WASC) (All Students)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Trustee Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of our underrepresented families (All Students)	We value parent, student, and teacher feedback. The feedback we receive helps us to drive what we offer our students and the work environment we create for our teachers. • We provide many forums for open dialogue, both online and in person. • Email, phone call, Facebook post, weekly newsletter.	No Cost	Included in 3.1 Technology Services, Communication LCFF

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (WASC) (All Students)	• We ensure that parents, students and teachers feel that we are providing a safe, positive, inclusive and welcoming learning environment. • Safety Plan Review and Training: October 2018 • Online Safety Training: Nov/Dec 2018 Review safety plan of locations where student meetings are held	No Cost	No Cost

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students. (All Students)	• The AP department properly vets all newly hired vendors. • Resumes are reviewed and interviewed by Program Directors At this time, County Collaborative does not use vendors.	No Cost	No Cost

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. (All Students)	The school safety plan was last reviewed, updated and discussed with the school faculty in October 2018. The safety plan may be viewed upon request. Online safety training occurred: Nov/Dec 2018	No Cost	No Cost

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)	Communication that requires translation is provided as needed. County Collaborative hired one bilingual teacher and one bilingual enrollment and admissions clerk who are available as translators as needed.	Classified Salaries LCFF $2,100.00	Classified Salaries LCFF $2,500.00

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of operating services by the cabinet members. (All Students)	The Operations of the Charter are maintained and controlled through the management, oversight, and provision of basic operating services.	Admin Salaries and Business Services LCFF $302,718.43	Included in 2.2 Certificated Salaries and Benefits LCFF

Analysis

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

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

The description of the Actual Actions/Services demonstrates the implementation of services to address the planned actions.

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

County Collaborative has established and improved connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.1 based on enrollment

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.

Based on Stakeholder Input the following modifications will be made:
3.1 We will seek parent input and assess our level of stakeholder engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication with all parents; and, to ensure all parents have opportunities for participation and input. (WASC) (All Students)

3.2 We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Trustee Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of our underrepresented families (All Students)

3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (WASC) (All Students)

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

We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education.

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 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase Graduation Rates by 2% each year **18-19** Graduation Rate **Baseline** Increase graduation rate by 2%	14% graduated (no dashboard performance color)
Metric/Indicator Increase College/Career Prepared Prepared students by 2% each year **18-19** College/Career Prepared rate	2% College/Career prepared (no dashboard performance color)

Expected	Actual
Baseline Increase College/Career Prepared students by 2%	

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
4.1 Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)	2 CTE pathways available through partnership: Business Management and Health Implemented 2 classes (10 credits) of College and Career Readiness required for graduation College Fairs College Tours	CTE Operating Expenses College Readiness $32,163.93	Included in 1.3 Curriculum, Textbooks, Materials and Supplies LCFF

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Students transitioning from middle to high school will be monitored to keep students "on-track" to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.	Part time counselor hired at beginning of 2019-2019 school year. Counselor audited transcripts of all currently enrolled and incoming students. (Drive 12th grade folder) A recommended graduation plan was developed by the counselor for each student (Drive 12th grade folder)	No Cost	Included in 2.2 Certificated Salaries and Benefits LCFF

The plan was reviewed by homeroom teacher with students and educational rights holders.

Ongoing review of course progress is done by teacher with student at weekly in person instructional support.

Mid semester progress report is shared by teacher with student and parent via email (EDMENTUM PDF)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness. (WASC) (All Students)	• We review and assess the quality of our curriculum to promote college and career readiness with academic interventions. • We recruit highly qualified teachers and highly qualified classified staff.	No Cost	Included in 2.2 Certificated Salaries and Benefits LCFF

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.4 Maintain AVID school-wide or AVID elective classes for middle/high school students (WASC) (All Students)	• AVID is geared toward college and career readiness • Implementation of College and Career	Included in 1.3	Included in 1.5 Professional Development LCFF

	Readiness course for all HS students.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)	• We ensure that our students have every opportunity for CAASPP preparation with focus on our unduplicated student groups.	Included in 1.3	Testing LCFF $240.00

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.6 Review student transcripts for an intersession option for students to make up missed credits. (All Students)	All students have access to an intersession option for credit recovery and advancement.	No Cost	Included in 2.2 Certificated Salaries and Benefits LCFF

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.7 Advanced Placement exam costs for low-income and foster youth who are experiencing a financial hardship. (LI, FY)	Costs for AP exams are covered based on request and need.	Testing LCFF $700.00	AP Exams Testing LCFF $700.00

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.

Actual actions/services demonstrates the implementation of the action steps

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

Focus: Increase graduation rate and college and career prepared students

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

4.1 modified to focus on specific actions we will provide for high school/young adult students: Develop a comprehensive College and Career readiness program, increase Career Technical Education opportunities, and connect high school/young adults to community resources and agencies.
4.2 modified: Monitor students transitioning in high school and identify students that are struggling; and, keep them on-track to graduate from high school.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

LCAP Annual Review Meeting Dates: 10/09/18
LCAP Parent/Student Input Meeting Date(s): 1/28/19
LCAP Teacher Input Meeting Date(s): 6/17/19
Cabinet Mtgs. (LCAP): 7/30/18, 8/13/18, 8/21/18, 9/24/28, 11/20/18, 1/14/19, 1/23/19, 2/12/19, 2/18/19, 2/25/19, 4/1/9, 4/8/19, 4/22/19, 5/6/19
Program Director Mtgs. (LCAP): 10/19/18, 11/8/18, 12/17/18, 1/18/19, 1/24/19, 1/28/19, 2/25/19, 2/28/19, 3/29/19
Board of Directors: Student Performance Data Review: 11/8/19
Board of Directors: LCAP Input Survey Results: 4/11/19
Board of Directors LCAP Draft Review and Input: 6/13/19
Board of Directors Public Hearing: 6/13/19
Board of Directors LCAP Final Approval: 6/27/19

Impact on LCAP and Annual Update

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

This was an excellent opportunity for the County Collaborative Charter school to review its instructional program and to collaborate and share their results with their students, parents, teachers, and community stakeholders. As a result, modifications to the 2019-20 LCAP action steps were made to address program needs and parent input:
1.1 modified: We will increase the academic achievement of ALL students by engaging in in-depth analysis of student assessment to provide effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.
1.3 modified: All students have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content.

1.4 modified: Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents; for example: creation and use of rubrics, student achievement data to inform instruction, identifying the effective targeted interventions for students struggling to meet grade level proficiency.

1.5 modified: EL progress and reclassification to show our focus on the English learner's progress in all courses.

NEW: 2.5 – Develop a plan to address the social, emotional and mental health needs of students and staff that includes preventive, responsive, and aftercare action plans to include collection and review of data for effectiveness of plan/actions and allocation of resources and professional development. (WASC)

NEW: 2.6 – Professional Development/training in Cultural Awareness

NEW: 2.7 – Training in Youth Mental Health First Aid and training in referral to available to community resources through counselors and school psychologists.

NEW: 2.8 – Address suicide prevention intervention, and postvention (i.e. intervention for the bereaved) for all students and staff through the adoption of board policies and annual staff training. (WASC)

NEW: 2.9 – We will identify, monitor and support students who are struggling with regular attendance.

3.1 modified: We will assess our level of stakeholder engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication with all parents; and, to ensure all parents have opportunities for participation and input.

4.1 modified to focus on specific actions we will provide for high school/young adult students: Develop a comprehensive College and Career readiness program, increase Career Technical Education opportunities, and connect high school/young adults to community resources and agencies.

4.2 modified: Monitor students transitioning in high school and identify students that are struggling; and, keep them on-track to graduate from high school.

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 1

We will improve the academic achievement of ALL Students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners, other unduplicated student groups, and students with disabilities.

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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

To improve the academic achievement of "ALL" students we must review assessment data in ELA and Math, identify RTI and implement best practices to promote student progress and increase our CAASPP Baseline Data.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA Increase the number of students that have Met or Exceeded	All Students 2016-2017: *%	All Students 2017-2018: 62.72%	2% increase in ALL Student performance from 2017-18	2% increase in ALL Student performance from 2018-19

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
grade level proficiency by 2% each year.				
CAASPP Math Increase the number of students that have Met or Exceeded grade level proficiency by 2% each year.	All Students 2016-2017: *%	All Students 2017-2018: 38.82%	2% increase in ALL Student performance from 2017-18	2% increase in ALL Student performance from 2018-19
Maintain or Increase LCFF Evaluation Rubric levels	ELA No Data *** (2 students) MATH No Data *** (2 students)	ELA No Data * less than 11 students - data not displayed for privacy MATH No Data * less than 11 students - data not displayed for privacy	ELA Baseline MATH Baseline	10 point increase in ALL Student performance from 2018-19 in ELA and Math
English Language Proficiency		(20 students) Level 4 – Well Developed, 40%	5% increase in level 4 from 2017-18	5% increase in level 4 from 2018-19

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Assessments for California - ELPAC		Level 3 – Moderately Developed, 45% Level 2 – Somewhat Developed, 10% Level 1 – Beginning Stage, 5%		

Planned Actions / Services

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

Action 1

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

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

All
Students with Disabilities

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

All Schools

OR

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

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

[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
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, RTI process, tutor support from approved vendors, time management training with student/parent. (All Students)	1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, RTI process, tutor support from approved vendors, time management training with student/parent. Collaboration across departments to streamline intervention process and to measure the effectiveness of the intervention will be done.. (All Students) (WASC)	1.1 We will increase the academic achievement of ALL students by engaging in in-depth analysis of student assessment to provide effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems. (All Students) (WASC)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 2.2
Source			LCFF
Budget Reference	No Cost	No Cost	Certificated Salaries and Benefits

Action 2

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

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

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

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

All Schools
[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)	1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes and ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD) (WASC)	1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD) (WASC) (PIR)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 2.2
Source			LCFF
Budget Reference	No Cost	No Cost	Certificated Salaries and Benefits

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 Students with Disabilities	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
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting common core standards • Extended School year • Digital curriculum aligned to common core • Service vendors offering educational opportunities across geographical area	1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting common core standards • Extended School year • Digital curriculum aligned to common core • Service vendors offering educational opportunities across geographical area	1.3. All students have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content.: (All Students) • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting common core standards • Extended School year • Digital curriculum aligned to common core • Service vendors offering educational opportunities across geographical area (ALL) (WASC)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,631.00	$932,540.21	$1,356,294.00
Source	LCFF	LCFF	LCFF
Budget Reference	Core Curriculum, Textbooks, and Supplies	Core Curriculum, Textbooks, and Supplies	Curriculum, Textbooks, Materials and Supplies

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 Students with Disabilities	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
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic	1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic	1.4 Identify professional development opportunities for teachers to equip them with information and resources to better

| achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

Follow Up: PD effectiveness survey and results reviewed/follow | achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students) | serve their students and parents; for example: creation and use of rubrics, student achievement data to inform instruction, identifying the effective targeted interventions for students struggling to meet grade level proficiency.

Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students) |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$17,650.00	$16,317.35	Included in 1.5
Source	LCFF	LCFF	LCFF
Budget Reference	Travel and Conferences	Professional Development	Professional Development

Action 5

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

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

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

English Learners
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.5 Teacher and staff professional development on EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress and reclassification. Follow Up: PD effectiveness survey and results reviewed/follow through.(WASC) (EL)	1.5 Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress, SDAIE strategies, and reclassification, Literacy at Home, and Common Core. (EL, SWD, FY, LI) (WASC)	1.5 Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: EL progress and reclassification to show our focus on the English learner's progress in all courses, teaching students with disabilities, and literacy at home. (EL, SWD, FY, LI) (WASC) (PIR)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Included in 1.4	$12,633.00
Source		LCFF	LCFF
Budget Reference	No Cost	Professional Development	Professional Development Travel and Conferences

Action 6

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

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

All

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

All Schools

OR

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

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

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

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

| [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
Unchanged Action	New Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.6 County Collaborative Middle (6-8) and High School (9-12) programs will develop and implement multiple measures to evaluate each student's level of attaining goals (ALL)	1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students)	1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 1.3
Source			LCFF
Budget Reference	No Cost	No Cost	Curriculum, Textbooks, Materials and Supplies

Action 7

| Students with Disabilities | | All Schools |

OR

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

Actions/Services

		New Action
		1.7 The County Collaborative Charter School Performance Indicator Review(PIR) plan will be monitored for progress of the planned strategies/activities to improve the 81.82% participation rate of SWDs in ELA and Mathematics CAASPP tests. (SWD) (PIR)

Budgeted Expenditures

Amount			Included in 2.2
Source			LCFF
Budget Reference			Certificated Salaries and Benefits

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

We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success.

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 6: School Climate (Engagement)
                Priority 7: Course Access (Conditions of Learning)
                Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Decreasing chronic absenteeism by 2% annually. We recognize that students that attend school regularly have been shown to be engaged, achieve at higher levels and graduate from high school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease Chronic Absenteeism by 2% each year	Decrease Chronic Absenteeism by 2% annually 2016-17	18.8% (dataquest) decrease of 24.6%	Decrease by 2% from 2017-18	Decrease by 2% from 2018-19

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• 43.34% (dataquest)			
Strive for 0% Expulsion Rate each year	Maintain 0% expulsion rate 0%	0%	Maintain 0%	Maintain 0%
Strive for 0% Suspension Rate each year	Maintain 0% suspension rate 0%	0%	Maintain 0%	Maintain 0%

Planned Actions / Services

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

Action 1

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

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

All
Students with Disabilities

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

All Schools

OR

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

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

[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
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Focus on school climate and student engagement and maintain a high rate of ADA, Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)	2.1 Focus on school climate and student engagement and Increase our ADA by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)	2.1 Focus on school climate and student engagement and Increase our ADA by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Cost	No Cost	No Cost

Action 2

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

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

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

All Students with Disabilities	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
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.2 Maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching. FOLLOW-UP: Training effectiveness survey included, results reviewed/follow through. (WASC) (All Students)	2.2 Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. (ALL students) (WASC)	2.2 Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. (ALL students) (WASC)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$215,406.24	$1,248,080	$2,431,095.00
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	Certificated Salaries and Benefits

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)	**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
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to classroom instruction for all students. (WASC) (All Students)	2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed. (WASC) (All Students)	2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed. (WASC) (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000.00	$16,395.75	Included in 1.3
Source	CTEIG	CTEIG	LCFF
Budget Reference	Technology Services, Communication Technology Services	Technology Services, Communication	Curriculum, Textbooks, Materials and Supplies

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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.4 Frequent contact with parents in order to update them on student progress and notify them of events. (All Students)	2.4 Frequent contact with parents in order to update them on student progress and notify them of events. (All Students)	2.4 Frequent contact with parents in order to update them on student progress and notify them of events. (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 2.2
Source			LCFF
Budget Reference	No Cost	No Cost	Certificated Salaries and Benefits

Action 5

All		All Schools

<div align="center">OR</div>

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

Actions/Services

		New Action

		2.5 Develop a plan to address the social, emotional and mental health needs of students and staff that includes preventive, responsive, and aftercare action plans to include collection and review of data for effectiveness of plan/actions and allocation of resources and professional development. (WASC) (All Students)

Budgeted Expenditures

Amount			Included in 2.2
Source			LCFF
Budget Reference			Certificated Salaries and Benefits

Action 6

All	All Schools

<div align="center">

OR

</div>

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

Actions/Services

		New Action
		2.6 Professional Development/training in Cultural Awareness. (All Students)

Budgeted Expenditures

Amount			Included in 1.5
Source			LCFF
Budget Reference			Professional Development

Action 7

All		All Schools

OR

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

Actions/Services

		New Action
		2.7 Training in Youth Mental Health First Aid and, training in referral to available community resources through counselors and school psychologists. (WASC) (All Students)

Budgeted Expenditures

Amount			Included in 2.2
Source			LCFF
Budget Reference			Certificated Salaries and Benefits

Action 8

All		All Schools

OR

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

Actions/Services

		New Action
		2.8 Address suicide prevention intervention, and post-intervention (i.e. intervention for the bereaved) for all students and staff through the adoption of

		board policies and annual staff training. (WASC) (All Students)

Budgeted Expenditures

Amount			Included in 2.2
Source			LCFF
Budget Reference			Certificated Salaries and Benefits

Action 9

All	All Schools

OR

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

Actions/Services

		New Action
		2.9 We will identify, monitor and support students who are struggling with regular attendance. (All Students)

Budgeted Expenditures

Amount			Included in 2.2
Source			LCFF
Budget Reference			Certificated Salaries and Benefits

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 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement.

Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Maintaining engagement/involvement and our stakeholder satisfaction rate or increasing by 2%. We recognize that increasing engagement/involvement will improve our students' academic experience and performance; and, improve stakeholder satisfaction with our charter.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Participation/Input Rates Survey Results Maintain or increase by 2% each year	# Of Survey Participants 9 Participants	2017-18 14 Participants	50 Participants (+36)	Increase participation by 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	%Satisfaction Rate 100%	2017-18 100% overall satisfaction rate	97% agree that County Collaborative provides a Safe Environment for Learning 98% feel Connected to School, Valued and Respected 98% feel engaged with Opportunities for Input 98% have Overall Satisfaction with the County Collaborative Program	2% increase in all areas
Safety Plan Review and Training	Safety plan review and training dates	11/8/17, 2/17/18	10/2018, Online safety training for all staff Nov/Dec 2018	safety review and training date

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).	3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).	3.1 We will seek parent input and assess our level of stakeholder engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication with all parents; and, to ensure all parents have opportunities for participation and input. (WASC) (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000.00	$63,547.26	Included in 2.2
Source	LCFF	LCFF	LCFF
Budget Reference	Marketing Marketing and Student Recruiting	Marketing	Certificated Salaries and Benefits

Action 2

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

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

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
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.2 Notification of Surveys, Parent Meetings, Board of Trustee Public meetings will be shared in a timely manner through emails, website and other social media schools sites. (All Students)	3.2 Notification of Surveys, Parent Meetings, Board of Trustee Public meetings will be shared in a timely manner through emails, website and other social media schools sites. (All Students)	3.2 We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Director Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of our underrepresented families (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$740.00
Source			LCFF
Budget Reference	No Cost	No Cost	Technology Services, Communication

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.3 Provide parent training, learning opportunities and workshops on common core, NGSS, literacy at home, progress monitoring. *Training effectiveness survey included and results reviewed/discussed/follow through. (WASC) (All Students)	3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)	3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (WASC) (All Students)

(3.3 combined with 1.5)		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Cost	No Cost	No Cost

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
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.4 Provide EL parent training on EL Master Plan and notification of ELD placement, ELD progress and reclassification. *Training effectiveness survey with results reviewed/follow through.(WASC) (EL)	3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students. (All Students)	3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students. (All Students)

(3.4 combined with 1.5)		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Cost	No Cost	No Cost

Action 5

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

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

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

Students to be Served	Location(s)
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)

Students to be Served	Scope of Services	Location(s)
[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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. (All Students)	3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. (All Students)	3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. (All Students)

(due to 3.3 and 3.4 being moved, was 3.7)		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Cost	No Cost	No Cost

Action 6

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

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

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

English Learners
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)	3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)	3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. Documents, records

		and statements sent upon request by clerical office staff. (EL)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000.00	$2,100.00	$141,664.00
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries Clerical and Office Salaries

Action 7

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of basic operating services to all by the	3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of	3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of

| cabinet: Director of Education, Director of Student Services and the Executive Directors. (All Students)

(3.9 removed…EXCEL PTO) this was 3.10 | operating services by the cabinet members. (All Students) | operating services by the cabinet members. (All Students) |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$58,034.77	$302,718.43	Included in 2.2
Source	LCFF	LCFF	LCFF
Budget Reference	Admin Salaries and Business Services	Admin Salaries and Business Services	Certificated Salaries and Benefits

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

We will ensure that students are on-¬track to graduate from high school, and have access to College and Career Technical Education.

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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Increase the Graduation and College Prepared LCFF Dashboard ratings.
We recognize the National Education Association research that indicates the importance of ensuring every student reaches their potential by monitoring student progress, providing rigorous and challenging instruction, providing early interventions, engaging students and family in the student's education to maintain high school graduation as a priority, and by providing professional development opportunities for teachers.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase Graduation Rates by 2% each year	2016-17: 44.4% graduation rate	52.9% graduation rate (red)	Increase graduation rate by 2%	Increase graduation rate by 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase College/Career Prepared Prepared students by 2% each year	2016-17: 3.8% College/Career prepared rate	19.1% College/Career prepared rate (yellow)	Increase College/Career Prepared by 2%	Increase College/Career Prepared by 2%

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

4.1 Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)	4.1 Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)	4.1 Develop a comprehensive College and Career readiness program, increase Career Technical Education opportunities, and connect high school/young adults to community resources and agencies. (WASC) (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$27,500.00	$32,163.93	Included in 2.2
Source	College Readiness	College Readiness	LCFF
Budget Reference	Core Curriculum, Textbooks, Misc Operating, Conferences, and Memberships	CTE Operating Expenses	Certificated Salaries and Benefits

Action 2

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

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

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
Unchanged Action	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.2 Improve instructional practice through recruiting and retaining multiple subject and single subject, highly qualified teachers and highly qualified classified staff. (All Students) (Combined with 2.2)	4.2 Students transitioning from middle to high school will be monitored to keep students "on-track" to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school. (All Students)	4.2 Monitor students transitioning in high school and identify students that are struggling; and, keep them on-track to graduate from high school. (All Students (WASC)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$750.00		Included in 2.2
Source	LCFF		LCFF
Budget Reference	Other Operating Expenses	No Cost	Certificated Salaries and Benefits

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. (WASC) (All Students)	4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness. (WASC) (All Students)	4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness. (WASC) (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000.00		Included in 1.3
Source	College Readiness		LCFF
Budget Reference	Curriculum, Textbooks, Materials and Supplies	No Cost	Curriculum, Textbooks, Materials and Supplies

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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.4 Maintain AVID school-wide or AVID elective classes for middle/high school students (WASC) (All Students)	4.4 Maintain AVID school-wide or AVID elective classes for middle/high school students (WASC) (All Students)	4.4 Maintain AVID school-wide or AVID elective classes for middle/high school students (WASC) (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000		Included in 1.3
Source	LCFF		LCFF
Budget Reference	Curriculum, Textbooks, Materials and Supplies Core Curriculum, Textbooks	Included in 1.3	Curriculum, Textbooks, Materials and Supplies

Action 5

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Students with Disabilities [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

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

4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)

2018-19 Actions/Services

4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)

2019-20 Actions/Services

4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD) (PIR)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000.00		Included in 1.3
Source	LCFF		LCFF
Budget Reference	Curriculum, Textbooks, Materials and Supplies Core Curriculum, Textbooks	Included in 1.3	Curriculum, Textbooks, Materials and Supplies

Action 6

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.6 Review student transcripts for an intersession option for students to make up missed credits. (All Students)	4.6 Review student transcripts for an intersession option for students to make up missed credits. (All Students)	4.6 Review student transcripts for an intersession option for students to make up missed credits. (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 2.2
Source			LCFF
Budget Reference	No Cost	No Cost	Certificated Salaries and Benefits

Action 7

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

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

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

| [Add Students to be Served selection here] | All Schools |
| | [Add Location(s) selection here] |

OR

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

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

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)

Foster Youth	LEA-wide	All Schools
Low Income	[Add Scope of Services selection here]	[Add Location(s) selection here]
[Add Students to be Served 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 |
| Unchanged Action | Unchanged Action | Unchanged Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| 4.7 Advanced Placement exam costs for low-income and foster youth who are experiencing a financial hardship. (LI, FY) | 4.7 Advanced Placement exam costs for low-income and foster youth who are experiencing a financial hardship. (LI, FY) | 4.7 Advanced Placement exam costs for low-income and foster youth who are experiencing a financial hardship. (LI, FY) |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500.00	$700.00	Included in 1.3
Source	LCFF	LCFF	LCFF
Budget Reference	Curriculum	Testing	Curriculum, Textbooks, Materials and Supplies

Action 8

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

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

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

4.8 A monthly bus pass, based on attendance, will be issued to low-income students. (LI, FY) (WASC)

2018-19 Actions/Services

4.8 A monthly bus pass, based on attendance, will be issued to low-income students. (LI, FY) (WASC)

2019-20 Actions/Services

4.8 A monthly bus pass, based on attendance, will be issued to low-income students. (LI, FY) (WASC)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,001.44	$6,001.44	$6,001.44
Source	LCFF	LCFF	LCFF
Budget Reference	Transportation	Transportation	Transportation

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$657,204.00	11%

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).

County Collaborative has budgeted a commensurate increase in funding to reach our subgroups:

County Collaborative will be investing in a variety of instructional programs to support sub groups such as technological devices, enriched curriculum, and intervention programs. County Collaborative will also invest in resources to ensure equitable access for all students to technology, curriculum, instructional support and intervention programs.

- Adaptive online content from Edmentum, Edgenuity, Avanta
- Fuel Ed College and Career Readiness platform from Naviance
- Brainhoney dashboard
- Technology equipment from Apple and Dell Diagnostic and benchmark assessment tool from Scantron Technology equipment from
- Apple and Dell Expanded course catalog that adapts to targeted subgroups
- Enhanced project based learning, options for EL students
- Comprehensive curriculum for English learners
- Improved data analytics reporting
- English language Diagnostic and benchmark assessment tool that drives the Response to Intervention program
- Transportation costs for college tours.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

$210,535.00

Percentage to Increase or Improve Services

11.44%

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).

The percentage increase in funding is based on enrollment figures in ELL, foster youth, and low-income subgroups remaining static from pre LCFF funding to the new model. Based on these assumptions, County Collaborative Charter School has budgeted a commensurate increase in funding to reach these subgroups, specifically the school will provide: adaptive online content from a variety of curriculum options, the Fuel Ed College & Career Readiness platform from Naviance, Brainhoney, technology equipment, local assessments, enhanced project based learning, options for EL students, comprehensive curriculum for EL learners, improved data analytics reporting across subgroups using a third party dashboard, an extended world language platform for English language, assessment tool that drives and provides customized instructional resources for the Response to Intervention (RTI) program.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

$56,641.00

Percentage to Increase or Improve Services

11.2%

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).

The percentage increase in funding is based on enrollment figures in ELL, foster youth, and low income subgroups remaining static from pre LCFF funding to the new model. Based on these assumptions, County Collaborative Charter School has budgeted a commensurate increase in funding to reach these subgroups, specifically the school will provide: adaptive online content from a variety of curriculum options, the Fuel Ed College & Career Readiness platform from Naviance, Brainhoney, technology equipment, local assessments, enhanced project based learning, options for EL students, comprehensive curriculum for EL learners, improved data analytics reporting across subgroups using a third party dashboard, an extended world language platform for English language, assessment tool that drives and provides customized instructional resources for the Response to Intervention (RTI) program.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - 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	3,787,577.93	1,868,595.00	390,473.45	2,620,564.37	3,948,427.44	6,959,465.26
College Readiness	32,163.93	0.00	37,500.00	32,163.93	0.00	69,663.93
CTEIG	16,395.75	0.00	5,000.00	16,395.75	0.00	21,395.75
LCFF	3,739,018.25	1,868,595.00	347,973.45	2,572,004.69	3,948,427.44	6,868,405.58

* 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	3,787,577.93	1,868,595.00	390,473.45	2,620,564.37	3,948,427.44	6,959,465.26
	1,045,268.75	0.00	75,781.00	964,704.14	0.00	1,040,485.14
Admin Salaries and Business Services	302,718.43	0.00	58,034.77	302,718.43	0.00	360,753.20
Certificated Salaries and Benefits	2,421,095.00	1,248,080.00	215,406.24	1,248,080.00	2,431,095.00	3,894,581.24
Classified Salaries	2,100.00	2,500.00	2,000.00	2,100.00	141,664.00	145,764.00
Curriculum	0.00	0.00	500.00	0.00	0.00	500.00
Curriculum, Textbooks, Materials and Supplies	0.00	580,302.00	12,000.00	0.00	1,356,294.00	1,368,294.00
Marketing	0.00	0.00	15,000.00	63,547.26	0.00	78,547.26
Other Operating Expenses	0.00	0.00	750.00	0.00	0.00	750.00
Professional Development	0.00	12,633.00	0.00	16,317.35	12,633.00	28,950.35
Technology Services, Communication	16,395.75	24,140.00	5,000.00	16,395.75	740.00	22,135.75
Testing	0.00	940.00	0.00	700.00	0.00	700.00
Transportation	0.00	0.00	6,001.44	6,001.44	6,001.44	18,004.32

* 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	3,787,577.93	1,868,595.00	390,473.45	2,620,564.37	3,948,427.44	6,959,465.26
	College Readiness	32,163.93	0.00	27,500.00	32,163.93	0.00	59,663.93
	LCFF	1,013,104.82	0.00	48,281.00	932,540.21	0.00	980,821.21
Admin Salaries and Business Services	LCFF	302,718.43	0.00	58,034.77	302,718.43	0.00	360,753.20
Certificated Salaries and Benefits	LCFF	2,421,095.00	1,248,080.00	215,406.24	1,248,080.00	2,431,095.00	3,894,581.24
Classified Salaries	LCFF	2,100.00	2,500.00	2,000.00	2,100.00	141,664.00	145,764.00
Curriculum	LCFF	0.00	0.00	500.00	0.00	0.00	500.00
Curriculum, Textbooks, Materials and Supplies	College Readiness	0.00	0.00	10,000.00	0.00	0.00	10,000.00
Curriculum, Textbooks, Materials and Supplies	LCFF	0.00	580,302.00	2,000.00	0.00	1,356,294.00	1,358,294.00
Marketing	LCFF	0.00	0.00	15,000.00	63,547.26	0.00	78,547.26
Other Operating Expenses	LCFF	0.00	0.00	750.00	0.00	0.00	750.00
Professional Development	LCFF	0.00	12,633.00	0.00	16,317.35	12,633.00	28,950.35
Technology Services, Communication	CTEIG	16,395.75	0.00	5,000.00	16,395.75	0.00	21,395.75
Technology Services, Communication	LCFF	0.00	24,140.00	0.00	0.00	740.00	740.00
Testing	LCFF	0.00	940.00	0.00	700.00	0.00	700.00
Transportation	LCFF	0.00	0.00	6,001.44	6,001.44	6,001.44	18,004.32

* 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	948,857.56	592,935.00	48,281.00	948,857.56	1,368,927.00	2,366,065.56
Goal 2	2,437,490.75	1,260,150.00	220,406.24	1,264,475.75	2,431,095.00	3,915,976.99
Goal 3	368,365.69	14,570.00	75,034.77	368,365.69	142,404.00	585,804.46
Goal 4	32,863.93	940.00	46,751.44	38,865.37	6,001.44	91,618.25

* 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	2,800.00	16,073.00		8,801.44	154,297.00
College Readiness	0.00	0.00		0.00	0.00
CTEIG	0.00	0.00		0.00	0.00
LCFF	2,800.00	16,073.00		8,801.44	154,297.00

	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	3,784,777.93	1,852,762.00		2,611,762.93	3,948,427.44
College Readiness	32,163.93	0.00		32,163.93	0.00
CTEIG	16,395.75	0.00		16,395.75	0.00
LCFF	3,736,218.25	1,852,762.00		2,563,203.25	3,948,427.44

County Collaborative Charter School

Performance Indicator Review 2018–19
State Performance Plan Indicator 3
Statewide Assessments
Root Cause Analysis and Action Plans

The California Department of Education (CDE) will conduct a Performance Indicator Review (PIR) for each local educational agency (LEA) that fails to meet a certain performance value in relation to one or more of the State Performance Plan Indicators (SPPIs, Indicators), including SPPI 3 Assessment.

Indicator 3: Statewide Assessments is a four-part indicator on the Local Level Annual Performance Report (APR) that measures the participation rate and achievement level of all students with disabilities in the areas of both English language arts (ELA) and mathematics (math) as it pertains to the requirements of the California Assessment of Student Performance and Progress (CAASPP). The local education agency (LEA) reports this data to the California Longitudinal Pupil Achievement Data System (CALPADS) from the Spring 2018 assessment.

For participation in statewide assessments for English language arts and math, the APR target of 95% will be used. Any LEA with a percentage less than the statewide target for SPPI 3 participation for English language arts or mathematics will participate in the PIR.

For achievement on the statewide assessments in English language arts and math, the 2018 Fall Dashboard Release (Dashboard) in English Language Arts (3-8) and Mathematics (3-8) will be used instead of the achievement rates reported on the APR. Any LEA with a performance level of Red or Orange for English language arts or mathematics for students with disabilities, as listed on the Student Groups Five-by-Five Report will participate in the PIR and be required to develop a PIR Improvement Plan for that indicator.

Current Performance
According to California School Dashboard Fall 2018 and Annual Performance Report 2017–18
Indicator 3: Assessment

ACHIEVEMENT

Using the data from the LEA's California School Dashboard, Fall 2018 (Dashboard), fill in the LEA information for English Language Arts (3-8 and 11) and Mathematics (Grades 3-8 and 11) for students with disabilities. The questions below will use the detailed data from the Student Groups Five-by-Five Report in English language arts assessment for students with disabilities.

English Language Arts (3-8 and 11) (Achievement)

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

The following questions will focus on achievement in English language arts on statewide assessments and use data from the Five-by-Five Report on the Dashboard to complete.

Directions to Access the Five-by-Five Report for English Language Arts

The Five-by-Five English Language Arts Placement Report (Grades 3-8 and 11) will be needed to complete the next section. To get to the detailed report, follow these steps:

1. *Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.*
2. *Select "View Additional Reports" in the upper right hand corner. This will bring you to a new screen, "School Dashboard Additional Reports and Data."*
3. *Choose "5x5 English Language Arts Placement Report (Grades 3-8 and 11)" by clicking the radio button and click the Submit button.*

For small districts and charter schools, the new screen will be the "Student Group Five-by-Five Placement Report."

For multi-school districts, this new screen will be the "Schools Five-by-Five Placement."
   a. *If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:*

   On this new screen, select the link, "View Student Groups Five-by-Five Report" in upper right hand corner.

4. *Select "View Detailed Data," in the top right-hand corner.*
5. *On the vertical axis of this chart, find Students with Disabilities to answer the following questions:*

What is the student performance color for English Language Arts (3-8 and 11) for Students with Disabilities?

N/A

What is the Status Level (e.g. *Very High, Low, etc.*) for English Language Arts (3-8 and 11) for Students with Disabilities?

> N/A

What is the Change Level (e.g. *Increased, Declined, etc.*) for English Language Arts (3-8 and 11) for Students with Disabilities?

> N/A

What is the Current Status -- Average distance from Standard for English Language Arts (3-8 and 11) Students with Disabilities)?

> N/A

What is the Change – Difference (e.g. + *or – average # of points*) between current status and prior status for English Language Arts (3-8 and 11) Students with Disabilities (e.g. + *or - # of points*)?

> N/A

In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in English Language Arts, what area(s) from the Five-by-Five Report need to be included? (Put an 'X' in the appropriate box to indicate which area LEA will need to address for English Language Arts Achievement. If English Language Arts Achievement is an area that the LEA does **not** need to address at all, put NA in all of the boxes.)

English Language Arts Achievement

Status Level	Change Level	Both
N/A	N/A	N/A

Mathematics (3-8 and 11) (Achievement)

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

The following questions will focus on achievement in Mathematics on statewide assessments and use data from the Five-by-Five Report on the Dashboard to complete.

Directions to Access the Five-by-Five Report for Mathematics

The Five-by-Five Mathematics Placement Report (Grades 3-8 and 11) will be needed to complete the next section. To get to the detailed report, follow these steps:

1. *Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.*

2. *Select "View Additional Reports" in the upper right hand corner. This will bring you to a new screen, "School Dashboard Additional Reports and Data."*

3. Choose "5x5 Mathematics Placement Report (Grades 3-8 and 11)" by clicking the radio button and click the Submit button.

For small districts and charter schools, the new screen will be the "Student Group Five-by-Five Placement Report."

For multi-school districts, this new screen will be the "Schools Five-by-Five Placement."
   a. If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:

   On this new screen, select the link, "View Student Groups Five-by-Five Report" in upper right hand corner.

4. Select "View Detailed Data," in the top right-hand corner.

5. On the vertical axis of this chart, find Students with Disabilities to answer the following questions:

What is the student performance color for Mathematics (3-8 and 11) for Students with Disabilities?

N/A

What is the Status Level (e.g. *Very High, Low, etc.)* for Mathematics (3-8 and 11) for Students with Disabilities?

N/A

What is the Change Level (e.g. *Increased, Declined, etc.)* for Mathematics (3-8 and 11) for Students with Disabilities?

N/A

What is the Current Status -- Average distance from Standard (e.g. + *or – average # of points)* for Students with Disabilities in Mathematics (3-8 and 11)?

N/A

What is the Change – Difference between current status and prior status Students with Disabilities (e.g. + *or - # of points*) for Mathematics (3-8 and 11)?

N/A

In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in Mathematics, what area(s) from the Five-by-Five Report need to be included?
(Put an 'X' in the appropriate box to indicate which area LEA will need to address for Mathematics Achievement. If Mathematics Achievement is an area that the LEA does **not** need to address at all, put NA in all of the boxes.)

Mathematics Achievement

Status Level	Change Level	Both
N/A	N/A	N/A

PARTICIPATION

Using the data from the 2017–18 Local Level Annual Performance Report Measure (APR), answer the questions below. The Participation Target for students with disabilities in both English Language Arts (ELA) and Math is 95 percent. Indicate the LEA percentage for both English Language Arts and Math.

English Language Arts (Participation)

The following questions will focus on participation arts on statewide assessments in English Language Arts and use data from the APR to complete.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the participation rate (Rate) of students with disabilities in English Language Arts assessment?

81.82

Participation Target

>95%

Was the participation target met in English Language Arts? (*Answer 'Yes' or 'No.*)

NO

Mathematics (Participation)

The following questions will focus on participation arts on statewide assessments in Mathematics and use data from the APR to complete.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the participation rate (Rate) of students with disabilities in Mathematics?

81.82

Participation Target

>95%

Was the participation target met in Mathematics? (*Answer 'Yes' or 'No.*)

> **NO**

Focus Elements for Root Cause Analysis and PIR Planning

Using the information from above, complete the chart.

Which of the areas will the PIR Team's Root Cause Analysis and Improvement Plan address for Indicator 3: Assessment?

(Put an 'X' in the appropriate box to indicate which area LEAs will need to address for Indicator 3.)

	English Language Arts	Mathematics
Achievement (Dashboard)	N/A	N/A
Participation (APR)	X	X

Current Improvement Strategies

What current improvement strategies are in place that relate to Indicator 3 participation rate in statewide assessments (APR)?

- County Collaborative makes MTS passes available for access to bus and trolley system
- County contracts w Hop/Skip/Drive, a door-to-door shuttle service for minors, to provide a bonded transportation service to increase student access to CAASPP testing sites
- review of our WASC document to ensure we are meeting our WASC objectives
- hired part time credentialed Special Education teacher to provide direct one on one case management for student with an IEP
- hired part time counselor to assess students' needs and assist in development of appropriate social/emotional supports
- hired part time, credentialed math teacher to provide direct one-on-one instruction in mathematics to students in need of additional math support

What current improvement strategies that relate to Indicator 3 achievement (Dashboard):

- County Collaborative makes MTS passes available for access to bus and trolley system
- County contracts w Hop/Skip/Drive, a door-to-door shuttle service for minors, to provide a bonded transportation service to increase student access to CAASPP testing sites
- review of our WASC document to ensure we are meeting our WASC objectives
- hired part time credentialed Special Education teacher to provide direct one on one case management for student with an IEP
- hired part time counselor to assess students' needs and assist in development of appropriate social/emotional supports
- hired part time, credentialed math teacher to provide direct one-on-one instruction in mathematics to students in need of additional math support

Check the box(es) to indicate whether these current strategies support improvement in English Language Arts, Math or both and whether they support improvement in participation, achievement or both.

(Put an 'X' in the appropriate box to indicate which areas are being addressed by current improvement strategies.)

	English Language Arts	Mathematics
Participation (APR)	X	X
Achievement (Dashboard)	X	X

How are students with disabilities included in the above-listed strategies or other strategies that relate to Indicator 3?

Each student with an IEP has three adults directly supporting them including their parent, a general education teacher and a special education teacher. Each student with a 504 Plan also has at least two adults supporting them: A general education teacher and their parents. However, the special education teacher is currently part time so some of the students' special education support is provided by a vendor. Students and families are supported in the development, implementation and assessment of a standards-based general and special education, independent study program. To enhance the above support system, for the 2019-2020 school year, the general and special education program for students with disabilities will include access to test preparation, test taking strategies, and testing window awareness in an effort to increase these students' performance and participation in the CAASPP Assessment System.

Root Cause(s)

Why was the target not met?

Achievement – English Language Arts and Mathematics (3-8 and 11)

Fill in the root causes below for the Root Cause Analysis on Achievement, based on the data from the LEA's California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

If this is an area that does not apply to this year's PIR Plan, enter 'N/A' into the blanks.

Root Cause 1: N/A

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐   Both ☐

Root Cause 2: N/A

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐ Both ☐

Root Cause 3:   N/A

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐ Both ☐

Root Cause 4:   N/A

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐ Both ☐

If the LEA has additional root causes for Achievement, copy and paste the box and subtitle above, then change the number to indicate the number of root causes.

Participation – English Language Arts and Mathematics (3-8 and 11)

Fill in the information below for the Root Cause Analysis on Participation, based on the data from the 2017–18 Local Level Annual Performance Report (APR).

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

DESIGN OF SPECIAL EDUCATION SERVICE DELIVERY: In the years prior to 2018-2019, 100% of special education services were provided by vendors. The above-mentioned phenomena lead to a lack of authentic connection between students with disabilities, their families, and our school due to the nature of special education services being provided by vendors and overseen by a vendor agency.

- Oversight of the CAASPP testing participation was not a central focus of the special education process vendors were supporting in any targeted or authentic way.
- The processes of getting students to participate in CAASPP testing was largely unknown and little oversight of the process was carried out by County Collaborative teachers/staff because the vendor agency was responsible for carrying out the process.
- Minimal outreach to students with disabilities and their families regarding CAASPP testing

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐ Both X

Root Cause 2:

SOCIO-CULTURAL FACTORS: SOCIO-ECONOMIC STATUS - County Collaborative serves a large number of socio-economically disadvantaged youth: 54.7% of students qualify for free or reduced meals.   As a result of their socioeconomic status, County Collaborative learned that many students lack access to Internet, have inconsistent access to electricity and at times, water, and many students' basic needs are not met on a regular basis.

- The lack of students' basic needs being met translates to inconsistent student attendance, high absentee rates including from CAASPP assessment dates, and other risk factors pulling students away from school including homelessness and high rates of transiency.
- County Collaborative enrolls students who have had limited learning opportunities for a host of reasons including cultural mistrust of the school by the Indigenous population we serve, lack of

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appropriate immigration paperwork, fear of government interference, juvenile incarceration, early parenting, etc., each of which impacts their school and test attendance and performance.
- Limited school experiences for students with disabilities/IEPs further exacerbates their ability to meet academic standards and IEP goals.
- Students with disabilities are sometimes reported as reluctant learners, lacking the motivation to try the work or presenting with diminished motivation to learn.

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐ Both X

Root Cause 3:

ENROLLMENT OF HABITUALLY TRUANT STUDENTS: County Collaborative enrolls and serves a student population who have been truant from K-12 schools from one to four years and extended periods of school absences
- Lack of school attendance by the habitually truant students often results in the students' lacking basic math, reading, writing, spelling and reading comprehension skills.
- Habitually truant students also enroll with a lack of motivation to learn, a sense of learned helplessness, and to persist in school daily.
- When this student demographic enrolls with County Collaborative with an IEP, we now know that this student's academic AND social/emotional needs to persist in school must be addressed right at the time of enrollment.

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐ Both X

Root Cause 4:

CULTURAL DIFFERENCES: LANGUAGE - County Collaborative serves a very diverse group of students whose parents first/native language is not English. This cultural difference is important because until the 2017-2018 school year, we were unaware as to whether or not the special education vendor employed a multilingual staff as well as any outreach efforts were made to non-English speaking families.

- County Collaborative also enrolls students whose first language is indigenous; IEP forms are not available in these indigenous languages
- School communications (written + oral) and other school forms are unable to be translated in those indigenous dialects.

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐ Both X

Root Cause 5:

COMPETING NEEDS: ACADEMIC VS. ECONOMIC – County Collaborative enrolls many students with disabilities who are already working part or full time to take support themselves, the children they are raising singly, or their parents and siblings, or a disabled family member with memory loss, cancer or stoke recovery.

- Working students' full or part time schedules translates to low levels of school participation, high absenteeism rates, inconsistent study habits, low work production.
- Students' competing interests of wanting to complete high school but needing to bring money into their home to meet basic needs also translates to low participation rates in the CAASPP assessment system.

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐ Both X

Root Cause 6:

LACK OF FULL UNDERSTANDING OF STUDENT PROFILES – STUDENTS WITH DISABILITIES: Because the special education services were provided and overseen by a vendor service, County Collaborative was unaware of some of the needs of students with IEPs including academic, social emotional, progress toward IEP goals, additional academic support, and motivational.

- Students' with IEPs who were severely credit deficient struggled with accessing and completing academic work.
- Students' with IEPs attended school inconsistently, missing critical special education services
- A small percentage of students with IEPs opted out of CAASPP testing, as County Collaborative was informed by the vendor.

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐ Both X

Root Cause 7:

CULTURAL DIFFERENCES: LIMITED CUTURAL UNDERSTANDING – County Collaborative serves many students who live on the Campo Kumeyaay Nation Reservation. During the 2017-2018 school year, County Collaborative began to increase its presence in the Campo community however, it was and to some degree still is, met with resistance due to preceding historical issues, leading to lack of trust of general and special education support and services offered. In fact, for students with disabilities, even when County attempts to make a referral for special education services under its Child Find obligation, that referral is often refused, not responded to, or consent is revoked by Reservation parents.

- Coupled with the use of an outside vendor for special education services, the academic, social and emotional needs of students with IEPs living on the Campo Reservation were neither well understood or addressed by County Collaborative as a result of the lack of oversight of special education and the limited understanding of the Campo Nation Reservation students and families.
- As County's presence on the Campo Reservation has increased, we are learning that many students did not have an email account, a telephone, or internet service (wireless or otherwise) which presents great challenges for students who want to enroll in our independent study program.

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☐ Both X

Root Cause 8:

PARENT OPT OUT CHOICE AS STATE RIGHT: California Education Code Section 60615 allows parents to opt out of all or parts of the CAASPP Assessment System which is confirmed/affirmed in the federal Every Student Succeeds Act. Similarly, Section 852 of the California Code of Regulations Title 5 Code of Regulations allows parents to opt their student/s out of all or part of the CAASPP Assessment System.

- Opting out of testing is a parent example of further exercising and controlling school choice for their child/ren.
- Parents' right to opt their child/ren out of CAASPP testing presents a significant challenge to County Collaborative in that independent study often serves a different parent community; one

who is intent on exercising it's right to opt out of testing which when exercised, adversely impacts our CAASPP participation rates.

This root cause addresses (Check all that apply): English Language Arts ☐ Math ☐ Both X

If the LEA has additional root causes for Participation, copy and paste the box and subtitle above, then change the number to indication the number of root causes.

Action Plan for Improving Schoolwide Assessment for Students with Disabilities

ACHIEVEMENT – English Language Arts and Mathematics (3-8 and 11)

Use the charts below for the PIR Team's Root Cause Analysis and PIR Planning, using the data from the LEA's California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

Copy each root cause into the charts below that addresses the LEA's achievement rate for students with disabilities on the statewide assessments in English Language Arts and Mathematics. For each root cause, fill in the following:

- *Planned strategies and activities*
- *The subject the planned strategy or activity is targeting (English language arts, math or both)*
- *Resources needed for the planned strategy or activity to be successful*
- *The person(s) and title(s) responsible for that particular strategy or activity*
- *The methods and standards that will be used to measure the relative success of the strategy or activity*
- *The date that activity is due to begin or the deadline for its completion*

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

N/A				

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success
N/A				

Root Cause 2:

N/A				

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success
N/A				

Root Cause 3:

N/A

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
N/A					

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

PARTICIPATION – English Language Arts and Mathematics (3-8 and 11)

Use the charts below for the PIR Team's Root Cause Analysis and PIR Planning, using the data from the 2017–18 Local Level Annual Performance Report Measure (APR).

Copy each root cause into the charts below that addresses the LEA's participation rate for students with disabilities on the statewide assessments in English Language Arts and Math. For each root cause, fill in the following:

- *Planned strategies and activities*
- *The subject the planned strategy or activity is targeting (English Language Arts, Math or both)*
- *Resources needed for the planned strategy or activity to be successful*
- *The person(s) and title(s) responsible for that particular strategy or activity*
- *The methods and standards that will be used to measure the relative success of the strategy or activity*
- *The date that activity is due to begin or the deadline for its completion*

Add rows to the chart to input additional strategies/activities, etc., as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

DESIGN OF SPECIAL EDUCATION SERVICE DELIVERY: In the years prior to 2018-2019, 100% of special education services were provided by vendors. The above-mentioned phenomena lead to a lack of authentic connection between students with disabilities, their families, and our school due to the nature of special education services being provided by vendors and overseen by a vendor agency.

- Oversight of the CAASPP testing participation was not a central focus of the special education process vendors were supporting in any targeted or authentic way.
- The processes of getting students to participate in CAASPP testing was largely unknown and little oversight of the process was carried out by County Collaborative teachers/staff because the vendor agency was responsible for carrying out the process.
- Minimal outreach to students with disabilities and their families regarding CAASPP testing.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success
Continue to develop internal Special Education Department	Both	Human and Fiscal	Dr Tess Reid	% SPED employment increase
Continue current use of MTS bus trolley passes and Hop. Skip, Drive transport to increase student access to testing	Both	$15,000	Bill Dobson	% of students participating in CAASPP testing
Offer more testing sites closer to our student enrollment areas	Both	Possible Test Site fees (Fiscal)	Bill Dobson	% of students participating in CAASPP testing
Embed test prep in to academic program	Both	None	Melissa Blitzstein	% of students participating in CAASPP testing
Parent/Adult Student education about the implications of CAASPP testing in weekly meetings	Both	None	Bill Dobson	% of attendance at weekly meetings
Access to Test Prep Boot Camp	Both	None	Bill Dobson	% of students participating in test prep boot camp
Hire Full Time Education Specialist/SAI provider	Both	92,000.00	Dawn Zwibel,	Already approved by

			Dr. Tess Reid	Board for hire July 1, 2019
Involve staff in PIR process via monthly virtual staff meetings	Both	None	Bill Dobson	Track staff meeting attendance

Root Cause 2:

SOCIO-CULTURAL FACTORS: SOCIO-ECONOMIC STATUS - County Collaborative serves a large number of socio-economically disadvantaged youth: 54.7% of students qualify for free or reduced meals.   As a result of their socioeconomic status, County Collaborative learned that many students lack access to Internet, have inconsistent access to electricity and at times, water, and many students' basic needs are not met on a regular basis.
- The lack of students' basic needs being met translates to inconsistent student attendance, high absentee rates including from CAASPP assessment dates, and other risk factors pulling students away from school including homelessness and high rates of transiency.
- County Collaborative enrolls students who have had limited learning opportunities for a host of reasons including cultural mistrust of the school by the Indigenous population we serve, lack of appropriate immigration paperwork, fear of government interference, juvenile incarceration, early parenting, etc., each of which impacts their school and test attendance and performance.
- Limited school experiences for students with disabilities/IEPs further exacerbates their ability to meet academic standards and IEP goals.

Students with disabilities are sometimes reported as reluctant learners, lacking the motivation to try the work or presenting with diminished motivation to learn.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success
Continue current use of MTS bus trolley passes and Hop. Skip, Drive transport to increase student access to testing	Both	15,000.00	Bill Dobson	% of students participating in CAASPP testing
Provide snacks and lunch at test site	Both	500.00	Bill Dobson	% of students participating in CAASPP testing
Provide meal cards at monthly student compliance meetings	Both	1800.00	Bill Dobson	% of students participating in CAASPP testing

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Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success
Provide student with laptop and WiFi hotspot	Both	18,000.00	Bill Dobson	% of students participating in CAASPP testing
Teacher mileage reimbursement to facilitate student obtaining public library card	Both	1000.00	Bill Dobson	% of students participating in CAASPP testing
Access to Virtual and In-Person Test Prep Boot Camp	Both	None	Bill Dobson	% of students participating in CAASPP testing
Hire Full Time Education Specialist/SAI provider	Both	92,000.00	Dawn Zwibel, Dr. Tess Reid	Already approved by Board for hire July 1, 2019
Involve staff in PIR process via monthly virtual staff meetings	Both	None	Bill Dobson	Track staff meeting attendance
Renew contract for standards-based curriculum online curriculum that will prepare students for CAASPP testing	both	20,000.00	Bill Dobson	% of students participating in CAASPP testing

Root Cause 3:

ENROLLMENT OF HABITUALLY TRUANT STUDENTS: County Collaborative enrolls and serves a student population who have been truant from K-12 schools from one to four years and extended periods of school absences
- Lack of school attendance by the habitually truant students often results in the students' lacking basic math, reading, writing, spelling and reading comprehension skills.
- Habitually truant students also enroll with a lack of motivation to learn, a sense of learned helplessness, and to persist in school daily.
- When this student demographic enrolls with County Collaborative with an IEP, we now know that this student's academic AND social/emotional needs to persist in school must be addressed right at the time of enrollment.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success
Increase stakeholder education on CAASPP testing requirements and link to LCFF	Both	Human and Fiscal	Bill Dobson	Less parents and adult students

funding, including increased programming with increased CAASPP participation				opting out of CAASPP Testing 2. Increase in student participation in CAASPP assessment system
Parent/Adult Student education about the implications of CAASPP testing in weekly meetings	Both	None	Bill Dobson	% of attendance at weekly meetings
Integrate test prep in curriculum	Both	5,000.00	Melissa Blitzstein	% of students participating in CAASPP testing
Access to Virtual and In-Person Test Prep Boot Camp	Both	None	Bill Dobson	% of students participating in CAASPP testing
Hire Full Time Education Specialist/SAI provider	Both	92,000.00	Dawn Zwibel, Dr. Tess Reid	Already approved by Board for hire July 1, 2019
Involve staff in PIR process via monthly virtual staff meetings	Both	None	Bill Dobson	Track staff meeting attendance
Renew contract for standards based curriculum online curriculum that will prepare students for CAASPP testing	both	20,000.00	Bill Dobson	% of students participating in CAASPP testing

Root Cause 4:

CULTURAL DIFFERENCES: LANGUAGE - County Collaborative serves a very diverse group of students whose parents first/native language is not English. This cultural difference is important because until the 2017-2018 school year, we were unaware as to whether or not the special

education vendor employed a multilingual staff as well as any outreach efforts were made to non-English speaking families.

- County Collaborative also enrolls students whose first language is indigenous; IEP forms are not available in these indigenous languages
- School communications (written + oral) and other school forms are unable to be translated in those indigenous dialects.
- County Collaborative did not have a bilingual staff to support parents of students with disabilities (Spanish/English) .

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success
Hire bilingual employees	Both	Human and Fiscal	Dawn Zwibel	# of bilingual hires
Teacher mileage to individual meetings to train parents on translation tool in standards-based curriculum online curriculum that will prepare students for CAASPP testing	Both	4,000.000	Bill Dobson	% of students participating in CAASPP testing
Student/Parent correspondence from school translated in to home language	Both	2,000.00	Bill Dobson	Lower % of parents and adult students opting out of CAASPP Testing
Annual regional Meet the School events for students and families	Both	8,000.00	Bill Dobson	Lower % of parents and adult students opting out of CAASPP Testing
Parent/Adult Student education about the implications of CAASPP testing in weekly meetings	Both	None	Bill Dobson	% of attendance at weekly meetings

Root Cause 5:

COMPETING NEEDS: ACADEMIC VS. ECONOMIC – County Collaborative enrolls many students with disabilities who are already working part or full time to take support themselves, the children they are raising singly, or their parents and siblings, or a disabled family member with memory loss, cancer or stoke recovery.

- Working students' full or part time schedules translates to low levels of school participation, high absenteeism rates, inconsistent study habits, low work production.
- Students' competing interests of wanting to complete high school but needing to bring money into their home to meet basic needs also translates to low participation rates in the CAASPP assessment system.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success
Continue current use of MTS bus trolley passes and Hop. Skip, Drive transport to increase student access to testing	Both	15,000.00	Bill Dobson	% of students participating in CAASPP testing
Provide snacks and lunch at test site	Both	500.00	Bill Dobson	% of students participating in CAASPP testing
Provide meal cards at monthly student compliance meetings	Both	1800.00	Bill Dobson	% of students participating in CAASPP testing
Hire Full Time Education Specialist/SAI provider	Both	92,000.00	Dawn Zwibel, Dr. Tess Reid	Already approved by Board for hire July 1, 2019
Parent/Adult Student education about the implications of CAASPP testing in weekly meetings	Both	None	Bill Dobson	% of attendance at weekly meetings
Integrate test prep in curriculum	Both	5,000.00	Melissa Blitzstein	% of students participating in CAASPP testing
Access to Virtual and In-Person Test Prep Boot Camp	Both	None	Bill Dobson	% of students participating in CAASPP testing

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Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success
Involve staff in PIR process via monthly virtual staff meetings	Both	None	Bill Dobson	Track staff meeting attendance
Renew contract for standards-based curriculum online curriculum that will prepare students for CAASPP testing	both	20,000.00	Bill Dobson	% of students participating in CAASPP testing

Root Cause 6:

LACK OF FULL UNDERSTANDING OF STUDENT PROFILES – STUDENTS WITH DISABILITIES: Because the special education services were provided and overseen by a vendor service, County Collaborative was unaware of some of the needs of students with IEPs including academic, social emotionaagl, progress toward IEP goals, additional academic support, and motivational.

- Students' with IEPs who were severely credit deficient struggled with accessing and completing academic work.
- Students' with IEPs attended school inconsistently, missing critical special education services
- A percentage of students with IEPs opted out of CAASPP testing, as County Collaborative was informed by the vendor.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success
As soon as student enrollment is completed Admissions notify Teacher of Record, Education Specialist and Counselor know a student has an IEP for review and assessment of the students learning needs.	Both	Human	Delia Martinez	% of students this occurs for
Education Specialist will review with teacher of record, and counselor, what the learning needs are and how, if at all, those needs and the IEP interventions and goals impact the student's type and number of courses per semester.	Both	Human	Education Specialist	% of students this occurs for
The Education Specialist/SAI Provider should be the point of contact for SPED services. The teacher of record and counselor should communicate. The Education Specialist/SAI provider will reach out for appropriate supports.	Both	Human	Education Specialist	% of students participating in CAASPP testing

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success
Parent/Adult Student education about the implications of CAASPP testing in weekly meetings	Both	None	Bill Dobson	% of attendance at weekly meetings
Embed test prep in to academic program	Both	None	Melissa Blitzstein	% of students participating in CAASPP testing
Access to Test Prep Boot Camp	Both	None	Bill Dobson	% of students participating in test prep boot camp
Hire Full Time Education Specialist/SAI provider	Both	92,000.00	Dawn Zwibel, Dr. Tess Reid	Already approved by Board for hire July 1, 2019

Root Cause 7:

CULTURAL DIFFERENCES: LIMITED CUTURAL UNDERSTANDING – County Collaborative serves many students who live on the Campo Kumeyaay Nation Reservation. During the 2017-2018 school year, County Collaborative began to increase its presence in the Campo community however, it was and to some degree still is, met with resistance due to preceding historical issues, leading to lack of trust of general and special education support and services offered. In fact, for students with disabilities, even when County attempts to make a referral for special education services under its Child Find obligation, that referral is often refused, not responded to, or consent is revoked by Reservation parents.

- Coupled with the use of an outside vendor for special education services, the academic, social and emotional needs of students with IEPs living on the Campo Reservation were neither well understood or addressed by County Collaborative as a result of the lack of oversight of special education and the limited understanding of the Campo Nation Reservation students and families.
- As County's presence on the Campo Reservation has increased, we are learning that many students did not have an email account, a telephone, or internet service (wireless or otherwise) which presents great challenges for students who want to enroll in our independent study program.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success
Continue current use of MTS bus trolley passes and Hop. Skip, Drive transport to increase student access to testing	Both	15,000.00	Bill Dobson	% of students participating in CAASPP testing

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Provide snacks and lunch at test site	Both	500.00	Bill Dobson	% of students participating in CAASPP testing
Provide meal cards at monthly student compliance meetings	Both	1800.00	Bill Dobson	% of students participating in CAASPP testing
Provide student with laptop and WiFi hotspot	Both	18,000.00	Bill Dobson	% of students participating in CAASPP testing
Teacher mileage to individual meetings to train parents and tribal elders on implications for participation in CAASPP testing	Both	5,000.000	Bill Dobson	% of students participating in CAASPP testing
Access to Virtual and In-Person Test Prep Boot Camp	Both	None	Bill Dobson	% of students participating in CAASPP testing
Hire Full Time Education Specialist/SAI provider	Both	92,000.00	Dawn Zwibel, Dr. Tess Reid	Already approved by Board for hire July 1, 2019
Involve staff in PIR process via monthly virtual staff meetings	Both	None	Bill Dobson	Track staff meeting attendance
Renew contract for standard-based curriculum online curriculum that will prepare students for CAASPP testing	both	20,000.00	Bill Dobson	% of students participating in CAASPP testing

Root Cause 8:

PARENTS' OPT OUT CHOICE AS STATE RIGHT: California Education Code Section 60615 allows parents to opt out of all or parts of the CAASPP Assessment System which is confirmed/affirmed in the federal Every Student Succeeds Act. Similarly, Section 852 of the California Code of Regulations Title 5 Code of Regulations allows parents to opt their student/s out of all or part of the CAASPP Assessment System.

- Opting out of testing is a parent example of further exercising and controlling school choice for their child/ren.

Parents' right to opt their child/ren out of CAASPP testing presents a significant challenge to County Collaborative in that independent study often serves a different parent community; one who is intent

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success
Teacher mileage to individual meetings to train parents and adult students on implications of participation and non-participation in CAASPP testing.	Both	4,000.000	Bill Dobson	% of students participating in CAASPP testing
Teacher of Record and Education Specialist/SAI provider meet with parents or adult student for review and assessment of the students learning needs.	Both	Human	Education Specialist	% of students this occurs for
Teacher of Record and Education Specialist/SAI provider meet with parents or adult student to discuss what the learning needs are and how, if at all, those needs and the IEP interventions and goals impact the student's type and number of courses per semester.	Both	Human	Education Specialist	% of students this occurs for

If the LEA has additional root causes, copy and paste the chart, then change the number to indicate the number of root causes. If there are additional Planned Strategies/Activities, add additional rows, as needed.

After completing Indicator 3: Assessment, save this document with other PIR documents. If it has not already been done, complete the initial LEA Identification document. Then, complete the documents that correspond to the Indicators in which the LEA has not met the performance measure or target. Each Indicator will have a separate document.

It is recommended that the full PIR Plan be presented to the Local Board.

Once all of the Indicators and Child Find have been addressed, as indicated in the LEA's PIR letter, and added to the PIR Plan, LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan, which includes all of the forms for each indicator and the LEA Identification document, to the California Department of Education, Special Education Division, FMTA II on or before June 30, 2019.

Prepared by California Department of Education February 2019

Performance Indicator Review (PIR)

Local Educational Agency (LEA) Identification 2018–19

This Form is to be completed by ALL LEAs that are required to complete a PIR Plan. Save and submit with other PIR documents.

LEA name:

County Collaborative Charter School

CDS code:

37-68213-0129668

SELPA name:

Sonoma County Charter SELPA

Program Administrator:

Kurt Madden

Phone number:

760.494.9646

Email:

kmadden@cccs.education

Possible Performance Indicators LEA PIR Plan Needs to Address:

Click on the Indicator subtitle to go to the PIR form for that Indicator.

INDICATOR 1
Graduation 4 Year Rate (2018 Fall Dashboard)

INDICATOR 2
Dropout 4 Year Rate (Annual Performance Report 2017–18)

INDICATOR 3
Statewide Assessments: Achievement–Mathematics (2018 Fall Dashboard)

Statewide Assessments: Achievement–English Language Arts (2018 Fall Dashboard)

Statewide Assessments: Participation–Mathematics (Annual Performance Report 2017–18)

Statewide Assessments: Participation–English Language Arts (Annual Performance Report 2017–18)

INDICATOR 4A
Suspension and Expulsion

INDICATOR 5
Least Restrictive Environment (Annual Performance Report 2017–18)

INDICATOR 6:
Preschool Least Restrictive Environment (Annual Performance Report 2017–18)

INDICATOR 8
Parent Involvement (Annual Performance Report 2017–18)

INDICATOR 14
Post-School Outcomes (Annual Performance Report 2017–18)

CHILD FIND
LEA PIR Letter

Welcome to the Performance Indicator Review:

The PIR Plan will consist of this document (the LEA Identification document) and documents for each indicator and Child Find element in which the LEA has not met the performance level or target, as indicated in the 2017–18 California School Dashboard (Dashboard), the 2017–18 Local Level Annual Performance Report (APR), and the LEA Performance Indicator Review (PIR) letter. Each indicator has its own document. Guidance for PIR is available in a separate document. Also, there is a list of Consultants by region, if there are questions regarding the PIR.

Performance Indicators

Use the LEA PIR Letter to find out which indicators LEA needs to address for PIR, based on the status on the California School Dashboard for Indicators 1, 3 (achievement), and 4 or Annual Performance Report (APR) for Indicators 2, 3 (participation), 5, 6, 8, 14, or the LEA PIR Letter for Child Find. Put an 'X' in the box below for each indicator that the LEA must address in the PIR Plan.

1	2	3	4A	5	6	8	14	Child Find
		X						

PIR Team Members

For each member of the PIR Team, list his/her name, LEA title, and the PIR Team Role s/he fulfills (General Education Administrator, Special Education Administrator, SELPA Representative, General Education Teachers, Special Education Teachers, or Other).

Name	Title	PIR Team Role (SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers or Other)
John Fischer	Program Specialist – Sonoma County Charter SELPA	
Bill Dobson	General Education Administrator	Oversee the PIR process for the 2019-2020 school year; tracks compliance of planned PIR activities; organizes and attends PIR meetings as well as meeting designed to support the PIR process, holds meetings with stakeholders on the PIR process and/or to garner support for increased participation in the CAASPP assessment system; works with Director of Assessment to track student participation on CAASPP tests.

Name	Title	PIR Team Role (SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers or Other)
Dr. Tess Reid	Director, Special Education	1. Assist the Charter/LEA with the initial planning process for PIR 2. Provide technical assistance and support related to the PIR Process and/or PIR Plan Documents; 3. Provide support to the Charter/LEA's PIR Team upon request; 4. Review and provide feedback on the Charter/LEA's PIR Action Plan throughout all phases of development; 5. Submit the Charter/SELPA's final version of the PIR Action Plan Document to SELPA on behalf of the Charter; 6. Oversee implementation compliance of the PIR Action Plan developed by the Charter/LEA on a quarterly basis through completion; 7. Serve as the liaison between the Charter/LEA and the SELPA throughout the Charter/LEA's PIR Action Plan development process;
Dr. Sucari Epps	County Collaborative Program Specialist	Provide ongoing support with testing changes for special education, work with opt out parents to find value in the testing process for students and encourage testing participation, ensure all of the testing accommodations are appropriately entered into the TOMS system, collaboratively train teachers with general and special education teams, monitor PIR processes with Program Directors and report progress back to the Director of Special Education, promote the CAASPP Assessment

Name	Title	PIR Team Role (SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers or Other)
		System as part of the IEP process when assigned as LEA designee, and attend PIR meetings as necessary.
Melissa Blitzstein	General Education Teacher	Train General Education staff in supporting students with disabilities during CAASPP testing periods/window; Serve as liaison between General and special education Attend PIR Meetings and Trainings; Carry out new initiatives in collaboration with special education related to participation of students with disabilities in the CAASPP assessment system.
Marii Mann	General Education Teacher	Community Outreach between at risk and school resistant populations to help them understand the impact of participation in CAASPP Assessment System (i.e., fiscal, human, programming etc.), provide social emotional support to students resistant to testing, informs special education when students with IEPs need additional support for testing, works with the Program Directors to ensure all students with IEPs living on the Indian Reservation are on the list to participate in CAASPP testing.
Jennifer Cook-York	Special Education Teacher	Provide training to general education staff on culturally responsive strategies designed to improve testing participation for resistant students and parents who continually opt out of CAASPP testing; provide outreach to culturally and linguistically diverse parents, community stakeholders and age of majority

Name	Title	PIR Team Role (SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers or Other)
		students on the benefits and need for student participation in CAASPP testing; Meet 1 to 1 with students to provide additional test taking strategies and social/emotional strategies; oversees CAASPP practice testing for students with IEPs and reviews test results with each student for accuracy; reteaches content and provides feedback to students with IEPs on CAASPP practice tests, responsible for embedding test prep into curricular activities and IEP goal direct services, enters all testing accommodations into TOMS system for students with disabilities, attends PIR meetings and collaborates with general education counterparts to initiate new curriculum, strategies, and approaches to improving student participation in CAASPP testing, normalizes CAASPP testing for parents and age of majority students during the IEP process such that they find value in the assessment system, communicates with parents on the importance of the CAASPP system to their student and the school and notifies the Program Directors of student barriers to participate in CAASPP testing and works with them to remove or remediate them within and outside of the IEP process.

If the LEA has additional team members, add rows, as needed.

Completed and Pending PIR Team Meeting Dates

List all of the dates the PIR Team has met or plans to meet and the purpose of each meeting.

Dates	Meeting Purpose (Analysis, Planning, Implementation, and Monitoring. All are required.)	Dates	Meeting Purpose (Analysis, Planning, Implementation, or Monitoring)
03/26/2019 Bill Dobson	Organize team and initial local PIR meeting Review elements of the PIR process	8/14/2019 Melissa Blitzstein, Jennifer Cook-York Bill Dobson, Mari Mann ALL STAFF MEETING	Staff Professional Development; topics will focus on analyzing assessment data and participation
04/01/2019 **Bill Dobson,** **Dr. Sucari Epps**	Establish Meeting Schedule	09/09/2019	Identify, Analyze, and evaluate SBAC English Language Arts (3-8 and 11) (Achievement) scores and participation rates from Spring 2019 to answer the following questions: What is the student performance color for English Language Arts (3-8 and 11) for Students with Disabilities? What is the Status Level (e.g. *Very High, Low, etc.)* for English Language Arts (3-8 and 11) for Students with Disabilities? What is the Change Level (e.g. *Increased, Declined, etc.)* for English Language Arts (3-8 and 11) for Students with Disabilities? What is the Current Status -- Average distance from Standard for English Language Arts (3-8 and 11) Students with Disabilities)? What is the Change – Difference (e.g. + *or –*

Dates	Meeting Purpose (Analysis, Planning, Implementation, and Monitoring. All are required.)	Dates	Meeting Purpose (Analysis, Planning, Implementation, or Monitoring)
			average # of points) between current status and prior status for English Language Arts (3-8 and 11) Students with Disabilities (e.g. + or - *# of points*)? In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in English Language Arts, what area(s) from the Five-by-Five Report need to be included?
4/02/2019 Bill Dobson, John Fischer Dr. Tess Reid	PIR process overview and walk through; discussion of rationale of PIR process; background information on the CDE selection process for charter schools and the PIR process, discussion of PIR documentation and timelines.	10/07/2019	Identify, Analyze, and Evaluate SBAC Mathematics Achievement student performance for Students with Disabilities to answer the following questions: What is the Status Level (e.g. *Very High, Low, etc.*) for Mathematics for Students with Disabilities? What is the Change Level (e.g. *Increased, Declined, etc.*) for Mathematics for Students with Disabilities? What is the Current Status -- Average distance from Standard Determine what math supports students with disabilities need currently based on their

Dates	Meeting Purpose (Analysis, Planning, Implementation, and Monitoring. All are required.)	Dates	Meeting Purpose (Analysis, Planning, Implementation, or Monitoring)
			math placement scores on Edmentum or other standards-based curriculum and create need-based student groups; inform staff of the groups and brainstorm strategies and supports for enhancing their learning; Direct and oversee Education Specialist to ensure that she is connecting student's Edmentum assessment scores to their SBAC math scores and IEP goals. The Education Specialist will also provide feedback to students with IEPS via face-to-face discussion on ways to improve their participation and scores on that assessment. Meet with the Education Specialist to determine if students' IEP goals are standards-based and ensure access to the general education curriculum to the greatest extent possible.
04/22/2019 **Melissa Blitzstein,** **Bill Dobson,** **Mari Mann** **ALL STAFF MEETING**	Meeting to discuss strategies to improve SPED parent and adult student opt outs for the 2019 CAASPP Testing.	11/04/2019	County staff will review the California Dashboard CAASPP achievement data for 2017-2018 and the 2018-2019 school years to identify strengths, needs, trends, and possible inequities between students with and without disabilities. Staff will review CAASPP participation

Dates	Meeting Purpose (Analysis, Planning, Implementation, and Monitoring. All are required.)	Dates	Meeting Purpose (Analysis, Planning, Implementation, or Monitoring)
			rates for 2017-2018 and the 2018-2019 school to identify positive and negative participation rates by disability, gender, and ethnicity. County staff will review staff and parent survey results to better understand parents' decision to opt out of testing during 2018-2019 year as well as brainstorm strategies to improve parents' and students' disposition toward testing.
4/23/2019 John Fischer Bill Dobson Dr. Tess Reid	PIR Brainstorming session; share out of programmatic differences and root causes identified as well as discussion of supports for root causes; share resources and ideas for improving student participation in the CAASPP Assessment system.	12/09/2019	The County team will meet to Identify, Analyze, and Evaluate 2018-2019 CAASPP Mathematics Participation data and compare it to the same date for 2017-2018 to answer the following questions and begin developing multiple levels of support to increase student participation in CAASPP: What is the participation rate (Rate) of students with disabilities in Mathematics? Was the participation target met in Mathematics? Identify, Analyze, and Evaluate English

Dates	Meeting Purpose (Analysis, Planning, Implementation, and Monitoring. All are required.)	Dates	Meeting Purpose (Analysis, Planning, Implementation, or Monitoring)
			Language Arts (Participation) What is the participation rate (Rate) of students with disabilities in English Language Arts assessment? Was the participation target met in English Language Arts? Why or why not? The team will use the information gleaned from the data to begin designing targeted supports for math and ELA achievement as well as participation in CAASPP.
5/7/2019 John Fischer Bill Dobson Dr. Tess Reid Heidi Gasca Christine Ferher	Question and answer period for Program Directors in completing the PIR reports;	01/20/2010	County staff will review final fall 2019 math and ELA grade data for all students and compare students with and without disabilities' data to make decisions about academic interventions. County staff will hold parent meeting to discuss the CAASPP testing requirement for the Charter and link LCFF funding to resources the school can provide when testing targets are met (participation and achievement)
05/13/2019 **Melissa Blitzstein,** **Bill Dobson,**	Finalize Acknowledgment of Responsibilities (AOR), Add information on FAPE and PWN. Finalize	02/07/2019	*Design strategies to address* Root Cause(s) and two-year CAASPP achievement and participation data to determine how the 95%

Dates	Meeting Purpose (Analysis, Planning, Implementation, and Monitoring. All are required.)	Dates	Meeting Purpose (Analysis, Planning, Implementation, or Monitoring)
Mari Mann **ALL STAFF MEETING**	language in Progress Improvement Notification		CAASPP Participation will be met for the 2019-2020 school year for • *English Language Arts and Mathematics* Hold second parent information meeting to explain the charter's obligation to meet testing targets just as the local brick and mortar public schools; Send letters home to parents encouraging participation in CAASPP assessments; Provide bus passes and meal cards to students to ensure basic needs and access to testing sites are equally accessed by students with high and low socioeconomic status, Hold information meeting on the Campo Reservation with parents to promote student participation in the CAASPP assessment system. Survey parents and adult students on intent to participate in the CAASPP assessment system; Review data from fall 2019 student

Dates	Meeting Purpose (Analysis, Planning, Implementation, and Monitoring. All are required.)	Dates	Meeting Purpose (Analysis, Planning, Implementation, or Monitoring)
			achievement intervention group Meet with Education Specialist to discuss students' current progress toward standards based IEP goals and offer additional support to those students who are not meeting expected progress toward their goals.
06/17/2019 **Melissa Blitzstein,** **Bill Dobson,** **Mari Mann** **ALL STAFF MEETING**	Create student assessment and student participation goals in the CAASPP Assessment system for 2019/2020 Look at data and identify the following: root causes; participation rate and achievement in EDMENTUM assessments in sped vs gen ed Send out staff survey regarding testing participation; send out parent survey to opt outers to find out why	03/2019	Hold student information sessions encouraging participation in CAASPP testing; Incentivize participation between teachers by keeping a virtual scoreboard on the percentage of students who have completed CAASPP testing in each class; Announce winner/s of the incentive program (teacher/s who achieve 100% or the highest percentage of student participation) in CAASPP). Encourage students with test anxiety to meet with the school psychologist to discuss ways to successfully participate in the CAASPP assessments
		March – April 2020	Continue to encourage students with test anxiety to meet with the school psychologist to

Dates	Meeting Purpose (Analysis, Planning, Implementation, and Monitoring. All are required.)	Dates	Meeting Purpose (Analysis, Planning, Implementation, or Monitoring)
			discuss ways to successfully participate in the CAASPP assessments; Provide Hop, Skip, Drive shuttle service for students to attend testing at specific testing sites;
		March-May, 2020	Work with the Director of Assessment, adult students, and parents to ensure every student required to participate in the CAASPP assessment system, does. Continue to encourage students with test anxiety to meet with the school psychologist to discuss ways to successfully participate in the CAASPP assessments Ensure all students with 504 Plans receive the testing accommodations outlined in their Plan. Conduct weekly checks with the Program Specialist to ensure every student with an IEP has all of their testing accommodations entered into the TOMS system at least 7 days prior to their respective test date.

Dates	Meeting Purpose (Analysis, Planning, Implementation, and Monitoring. All are required.)	Dates	Meeting Purpose (Analysis, Planning, Implementation, or Monitoring)
			Collaborate with the Assessment Coordinator to ensure 100% of students with IEPs testing, have their information in CALPADS and that information is accurate.

Data Source Checklist

Identify which data sources were reviewed in developing the Local Education Agency's Performance Indicator Review Root Cause Analysis and Improvement Plan for each Indicator. Place an X under the Indicator number for each data source that was reviewed for that Indicator. Mark all that apply.

Data Sources	Indicators								
	1	2	3	4A	5	6	8	14	CF*
California School Dashboard Graduation Rate – Students with Disabilities									
California School Dashboard Suspension Rate – Students with Disabilities									
California School Dashboard ELA CAASPP Assessment Results – Students with Disabilities			X						
California School Dashboard Math CAASPP Assessment Results – Students with Disabilities			X						
California School Dashboard Student Group Report			X						
California School Dashboard School Five-by-Five Placement									
California School Dashboard Chronic Absenteeism									
California School Dashboard College/Career Indicator Reports & Data									
Test Operations Management System (TOMS) Accommodations									
Annual Performance Report (APR) Measures – ELA CAASPP Participation Rate			X						
Annual Performance Report (APR) Measures – MATH CAASPP Participation Rate			X						
Annual Performance Report (APR) Measures – Drop Out Rate									
Annual Performance Report (APR) Measures – Percent of Students in Regular Class Greater than 80% of the Day									

	1	2	3	4A	5	6	8	14	CF*
Annual Performance Report (APR) Measures – Percent of Students in Regular Class Less than 40% of the Day									
Annual Performance Report (APR) Measures – Percent of Students in Separate Schools									
Annual Performance Report (APR) Measures – Percent of Students 3-5 in Regular Pre-K Programs									
Annual Performance Report (APR) Measures – Percent of Students 3-5 in Separate Pre-K Programs									
Annual Performance Report (APR) Measures – Parents reporting that LEA facilitated parent involvement									
Annual Performance Report (APR) Measures – Post Graduate Survey Data									
Dashboard Alternate School Status Data									
DataQuest, English Language Proficiency Assessments for California (ELPAC)									
DataQuest, LEA Public School Enrollment Over Time									
Student Information System (SIS)									
Interim or Other Assessments			X						
Student Transcripts									
SEIS, Student IEPs and/or Transition Plans									
Student Course Enrollment Data									
Student Records			X						
Service Logs and/or Pull out Schedules									
Other School Plans, such as WASC, Tech Plan, etc.			X						
Parent Concerns (Parent surveys, CAC, PTIC, FEC)									
Interview/ Focus Group Data – Parents/ Guardians									
Interview/ Focus Group Data – Staff			X						
Interview/ Focus Group Data – Students			X						

	1	2	3	4A	5	6	8	14	CF*
Interview/ Focus Group Data –Administration									
Review of Procedures			X						
Interview County Programs, Non-Public Schools, etc.									
Attendance Records			X						
Interview Counselor(s)			X						
School Climate Information, discipline data, BIP			X						
Other: Please list other data reviewed Testing Accommodations as listed in TOMS			X						
Other: Please list other data reviewed									
Other: Please list other data reviewed									

*Child Find

If the LEA has *additional meeting dates, add rows, as needed.*

After completing this LEA Identification document, save this document with all other PIR documents. Complete the PIR Plan for each Indicator for which the target was not met. Each Indicator will have a separate document.

It is recommended that the full PIR Plan be presented to the Local Board.

Once all of the Indicators have been addressed and added to the PIR Plan, the LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan, all of the forms for each indicator and Child Find and the LEA Identification document to California Department of Education, Special Education Division, FMTA II on or before June 30, 2019.

Prepared by California Department of Education February 2019