Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Dixon Montessori Charter School	Benjamin Ernest Executive Director	bernest@dixonmontessori.org 707-678-8953 ext 153

2017-20 Plan Summary
The Story

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

Dixon Montessori Charter School (DMCS) is a TK-8 independent charter authorized by Dixon Unified School District. DMCS serves approximately 430 students from the rural community of Dixon and the surrounding areas. DMCS emphasizes academic excellence and discovery within an environment that nurtures each student to achieve their individual greatest potential by blending Montessori education with California Common Core State Standards. DMCS supports its mission through low teacher-to student ratios, family participation, multi-aged classrooms, a diverse curriculum, and differentiated learning for each student. DMCS is a tuition-free public school committed to developing socially responsible life-long learners. Dixon Montessori Charter School is part of an innovative, child-centered teaching movement that has grown for more than one hundred years worldwide. Montessori schools are based upon the educational methodology of Maria Montessori, an Italian physician, who is remembered as one of the most practical, visionary and progressive minds in the history of modern education. In the tradition of Maria Montessori our school offers a pleasant and nurturing environment in which children learn at their own pace pursuing those things that interest them most.

DMCS Vision: Confident in their individual strengths and skills and with a passion for exploration, DMCS students enthusiastically strive to be their best and positively impact the world around them.

LCAP Highlights

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

In keeping with the Dixon Montessori Charter School vision, four overarching goals have guided the development of the best practices, actions, services and budget allocations in the LCAP. Highlights of the LCAP for 18-19 include a continued focus on EL students and their support, continued academic counseling for all, an increased emphasis on SPED sub group, and a continued focus on the academic growth of low performing students in ELA and math through the RTi process. A professional development plan, which include the implementation of learning walks, has been created to support our work and continuous growth. These efforts proved to be successful in student grown. DMCS Student ELA scores improved by 12.4%, and math scores improved by 6.2%, on the California Student Dashboard.

Goal 1: Effectively implement our educational philosophy and approach
Goal 2: Strengthen teacher recruitment, training, and retention
Goal 3: Increase community presence and local partnerships
Goal 4: Enhance community and climate

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

DMCS has many reasons to celebrate the progress that LEA has made towards the successes of student achievement. Performance is ranked on a color scale: blue=very high; green=high; yellow=medium;orange=low; red=very low (except for suspension rates where blue=very low; green=low, etc.) While we have a few students in the yellow category, we also have a significant number of student groups that have demonstrated growth, our school had an increase of 12.4 points in ELA performance.

The continuation of a Dean of Students to the staff has allowed there to be great follow through and consistency in the overall school behavioral system increasing the climate for learning. This has allowed a greater emphasis to be placed on the academic standards for all students this year. Educators have made great progress teaching students to love learning.

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

DMCS has some areas of need to ensure high levels of student achievement. Performance is ranked on a color scale: blue=very high; green=high; yellow=medium; orange=low; red=very low. Data from the California School Dashboard indicates that DMCS currently has many groups of students in the yellow category. However, the Dashboard also indicates that we have a number of students groups that haven't demonstrated enough growth to to reach the yellow, green or blue levels. DMCS staff analyzed the data from the California School Dashboard and determined that the following areas are our highest areas of need:

Suspension Rate:

The student performance indicator for Suspension Rate was red. This data indicates that our suspension rate is too high overall, and that we are disproportionately suspending students with disabilities, white students, and students who are two or more races.
- The All Student indicator was in the red
- Students with disabilities indicator is in the red.
- White students indicator is in the red
- Two or More Races indicator is in the red
- Hispanic students indicator is in the orange
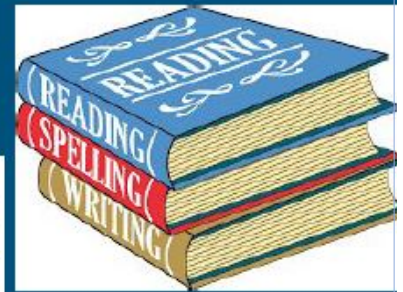- Socio-economically disadvantaged students indicator is in the orange

Suspension rates by subgroup
- The suspension rate for all students increased by 7.2%
- The suspension rate for students with disabilities increased by 15.8%
- The suspension rate for white students increased by 6.8%
- The suspension rate for students of two or more races increased by 18.9%.
- The suspension rate for socio-economically disadvantaged students increased by 12%
- The suspension rate for Hispanic students increased by 5.2%

Addressing the needs: In order to address the needs of our identified student groups we will focus our efforts on:
- School-wide professional development for classroom teachers focused on classroom management
- Continued implementation of our comprehensive PBIS program.
- Functional behavior assessments
- Behavior intervention plans
- Correcting definition of suspension classification in student information system/CALPADS
- Improving staff training on Tier 1 and Tier 2 behavior intervention strategies

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Red	None	None	Yellow	Yellow
English Learners	Green	Yellow	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Orange	None	None	Yellow	Orange
Students with Disabilities	Red	Red	None	None	Red	Red
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Green	Orange	None	None	Yellow	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Orange	Red	None	None	Green	Green
Two or More Races	Green	Red	None	None	None	None

Special Education

Culture and Climate

Elementary English Language Arts Curriculum

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

Dixon Montessori Charter School has identified the following performance gaps through the analysis of the California School Dashboard, local self-assessments (iReady), and stakeholder input. The work we are doing locally with our iReady benchmarks and input we have received from teachers in both formal and informal settings is aligned and supports the following student groups who are performing far below our overall average.

In the area of Suspension Rate (K-8):
- All student were in the red
- Students with Disabilities were in the red
- White students were in the red
- Two or More Races were in the red

This tells us that our suspension rate is too high overall, and that we are disproportionately suspending students with disabilities, white students, and students who are two or more races.

In the area of Mathematics (3-8)
- All students were in yellow
- Students with disabilities are in the red
- Socioeconomically disadvantaged students are in the orange
- Hispanic students and English Learners are in the yellow
- White students are in the green

The high suspension rate of students with disabilities may be impacting their ability to access rigorous math instruction. We have made changes this year to address the high number of suspensions including hiring a new Dean of Students, heavy implementation of PBIS, and restorative justice programs. We have also hired an on staff behaviorist.

In the area of ELA (3-8)
- All students performed in the yellow
- Students with disabilities performed in the red
- Socioeconomically disadvantaged, Hispanic, and EL Students performed in the yellow
- White students performed in the green

High suspension rates of students with disabilities may be impacting their ability to access rigorous ELA instruction. We did not have a standards aligned school wide ELA curriculum, we are looking into alignment, expectations, rigor, and depth of knowledge for all of our students including students with special needs.

Suspensions

In order to address this performance gap, DMCS will closely monitor each student, their specific IEP goals, and benchmark standards to provide the appropriate teaching necessary to see advancement. Discipline measures will also be reviewed for adequate IEP behaviorist follow though. Teachers will receive professional development in strategies that will increase learning for all students and SPED will provide essential support for individualizing instruction for the needs of the SPED students within the regular classroom. The socioeconomically disadvantaged subgroup indicator is orange for English Language and Mathematics. Specific academic counseling will be provided for these students as well as increased RTi support. The Hispanic subgroup also falls into the orange category for English Language Arts. An English language development (ELD) specialist has been hired for the 2018-19 school year.

Math Grade 3-8
- The school has reorganized our scope and sequence with vertical articulation meetings to ensure that appropriate standards are hit at each grade level.
- The school has hired a math coach from the U.C. Davis Math Project to help with alignment and curriculum usage
- The sixth grade has adopted a new math curriculum to bridge the rigor gap between elementary and middle school curriculum
- Teachers are conducting learning walks to observe other teachers in an effort to spread best practices, this is facilitated by an administrator
- Site administration and the Data Team were provided specific information on the students withing the identified students groups and are motioning their progress every trimester

ELA Grade 3-8
- Articulation between ELD and classroom teachers
- Improved articulation between Special Education and classroom teachers
- Student Success team created
- Creation of Data Team helped to determine services needed for students, and appropriate support for teachers.
- RTI process refined to support students based on assessment data and teacher recommendation
- Learning walks conducted by teachers to spread best practices

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.

No schools 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.

No schools identified for CSI.

Monitoring and Evaluating Effectiveness

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

No schools identified for CSI.

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

Effectively implement our educational philosophy and approach

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator iReady for measuring and assessing student growth and achievement Students advance one or more grade level **18-19** Target: 60% in both Math and ELA	Metric/Indicator iReady used for measuring and assessing student growth and achievement Students advance one or more grade level Target: Exceeded growth expectations advancing one or more grade level in both ELA and math. Exceeded proficiency expectations in ELA. Did not reach 60% proficiency level in math. Math Advancement: Exceeded growth target of 32%. 46% achieved target of one years' growth according to iReady. 22% achieved "stretch growth" according to iReady. Math Proficiency: Did not reach target of 60%. 53%, up from 25% at the beginning of the year, scored at or above grade level. 32% are approaching grade level, and 14% are at risk.

	Expected	Actual

Expected	**Actual**
Baseline 2016-17 Math 32% achieved target of one years' growth according to iReady ELA 29% Achieved target of one years' growth according to iReady	ELA Advancement: Exceeded growth target of 29%. 57% achieved target of one years' growth according to iReady. 26% scored "stretch growth" according to iReady. ELA Proficiency: Exceeded target of 60%. 61% scored grade level or higher. 23% were approaching grade level. 16% are at risk.
Metric/Indicator Annual teacher evaluation outcomes **18-19** 100% **Baseline** 17/21 81 % Certificated Teachers Evaluated	100% of Teachers Evaluated 18-19 Maintained

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 Continue defined approach to each core instructional practice (Montessori, PBL, Standards based instruction)	1.1 Continued defined approach to each core instructional practice (Montessori, PBL, Standards based instruction)	iReady LCFF $50,000	iReady and Professional Development 0000: Unrestricted LCFF $39,357

Action 2

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

| 1.2 Continue to establish classroom expectations | 1.2 Continued to establish classroom expectations | Kickboard/PBIS LCFF $10,000 | Kickboard/PBIS 0000: Unrestricted LCFF 9,319 |

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Continue K-8 collaboration that is content-focused and datadriven and routinize cross-grade level collaboration opportunities 1.4 Continue protocol to follow student through high school and record high school graduation rate	1.3 Continued K-8 collaboration that is content-focused and data driven and routinize cross-grade level collaboration opportunities 1.4 Continued protocol to follow student through high school and record high school graduation rates	Stipends LCFF $32,000	Stipends 0000: Unrestricted LCFF 18,762

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.

Goal Area 1.1
Actions and services for this goal were implemented as planned with continued Montessori and PBL training, and through the use of our iReady educational system for tracking and assessing student growth.

Goal Area 1.2
Actions and services for this goal were implemented as planned with the continued implementation of our Kickboard and PBIS Systems. The PBIS team met regularly to discuss student behavior, culture and climate. In addition all teachers and Paraprofessionals received Step 1 and Step 2 behavioral management training. Due to our Dean of Students being promoted to Executive Director at the beginning of the school year, we did not have a Dean of Students on staff until December. During this time, our Academic Counselor, and 2 other admin, absorbed some of those responsibilities until our new Dean of Students was brought on to the team.

Goal Area 1.3
Actions and services for this goal were implemented as planned. The use of common Planning time continued every Wednesday with grade level, and cross grade level collaborations meeting time, team leader and Admin collaboration meeting time.

Goal Area 1.4.
Protocol creation still in process.

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

Goal Area 1.1
Actions and services for this goal were implemented as planned with continued Montessori and PBL training, and thru the use of our iReady educational system for tracking and assessing student growth.

Goal Area 1.2
Actions and services for this goal were implemented as planned with the continued implementation of our Kickboard and PBIS Systems. The PBIS team met regularly to discuss student behavior, culture and climate. In addition all teachers and Paraprofessionals received Step 1 and Step 2 behavioral management training. Due to our Dean of Students being promoted to Executive Director at the beginning of the school year, we did not have a dean of students on staff until December. During this time, our Academic Counselor, and 2 other admin, absorbed some of those responsibilities until our new Dean of Students was brought on to the team.

Goal Area 1.3
Actions and services for this goal were implemented as planned. The use of common Planning time continued every Wednesday with grade level, and cross grade level collaborations meeting time, team leader and Admin
collaboration meeting time.

Goal Area 1.4.
Protocol creation still in process.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal Area 1.1
Material differences in estimated actual and budgeted expenditures were primarily due to changing the implementation of professional learning opportunities for staff.

Goal Area 1.2
Material differences in estimated actual and budgeted expenditures were primarily due to a lower expected quote for the Kickboard program,

Goal Area 1.3

Material differences in estimated actual and budgeted expenditures were primarily due to the need to reduce stipends for budgetary concerns.

Goal Area 1.4.
No notable changes. Actions are all in the process.

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.

Goal Area 1.1
Continue and expand implementation to each core instructional practice.

Goal Area 1.2
Continue and increase guidance for classroom expectations.

Goal Area 1.3
Continued K-8 collaboration that is content-focused and data driven and routinize cross-grade level collaboration opportunities

Goal Area 1.4.
No notable changes. Actions are all in the process.

This goal has been modified and is now incorporated into Goal 1 of the LCAP for the upcoming 3 year cycle

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

Strengthen teacher recruitment, training, and retention

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 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Track and record professional development trainings **18-19** Follow needs of the staff and students **Baseline** Start of the year calendar and agendas. Individual staff development.	Continued tracking of staff professional development was implemented. Our staff attending a number of different training which included Project Based Learning (PBL) World, GLAD, EEI Science, UC Davis writing project, iReady, Positive Behavioral Interventions and Support (PBIS), learning walks, and continued Montessori training. Mid year Staff goal meetings and observations were conducted in order to support current staff in there continued professional development and career goals. End of the year Staff evaluations were conducted to follow up on mid year goal progress, current job performance, and career goals and needs. A new SST and Data teams were created to track student educational needs. These groups work together to track students progress by analyzing data and determining student needs.

Expected	Actual
Metric/Indicator Track and record recruitment events and outreach **18-19** Maintain **Baseline** 2016-17: 3 attended CSU Sac State UCD	Continued to track and record recruitment of events and outreach 18/19 Maintained
Metric/Indicator Track and record collaboration meetings **18-19** Maintain **Baseline** Weekly CPT Meetings • Notes per grade level	Recorded and tracked collaboration meetings. Weekly CPT meetings continued through out the school year and notes turned in weekly per grade level team. 18-19 Maintained

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 Continue to provide Professional Development training	2.1 Continued to provide Professional Development training • Provided tiered Montessori training	LCFF $25,000	Professional Development/Training 0000: Unrestricted LCFF 19,607

- Provide tiered Montessori training based on experience

and prior knowledge
- Provide PBL training
- Enhance classroom management training
- Provide EL training

based on experience and prior knowledge
- Provide PBL training
- Enhanced classroom management training
- Provided EL training

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Analyze recruitment processes and continue with best practices for obtaining highly qualified teachers - Develop partnerships with education programs at local colleges and universities - Identify annual job fairs - Utilize networks of staff and community members - Refine job descriptions to attract candidates who are most likely to thrive at DMCS	2.2 Analyzed recruitment processes and continue with best practices for obtaining highly qualified teachers - Developed partnerships with education programs at local colleges and universities - Identified annual job fairs - Utilized networks of staff and community members - Refined job descriptions to attract candidates who are most likely to thrive at DMCS.	LCFF $5,000	BTSA and Continuing Education 0000: Unrestricted LCFF 22,984

Action 3

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

2.3 Continue to provide educators with high-quality support and collaboration opportunities • Create time and space for K-8 collaboration that is contentfocused and data-driven • Establish non-evaluative and evaluative observation schedule • Create work-life balance supports	2.3 Continued to provide educators with high-quality support and collaboration opportunities • Created time and space for K-8 collaboration that is content focused and data-driven • Established non-evaluative and evaluative observation schedule. • Created work-life balance supports	$0	Not Applicable Not Applicable $0

Analysis

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

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

Goal Area 2.1
All the planned actions, services, and programs were implemented as planned. Our staff attending a number of different training which included PBL World, GLAD, EEI Science, UC Davis writing project, iReady, Positive Behavioral Interventions and Support, CAASPP, and continued Montessori training.

Goal Area 2.2
All the planned actions, services, and programs were implemented as planned. Re-defining job description and implementing best practices for obtaining new qualified staff helped attract more suitable candidates and promoted high teacher retention rates. Continued to develop partnerships with educational programs and community organizations such as The Lyons Club and Rotary Club of Dixon.

Goal Area 2.3

All the planned actions, services , and programs were implemented as planned. Educators support continued this year by the use of mid year goal meetings and admin evaluations. Some of our teaching staff participated in Learning walks were they were able to observe and reflect on other educator lessons,teaching strategies, and classroom management.

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

Goal Area 2.1
The implementation of professional development training was varied and was offered to teachers as well as classified employees. Participation for PD was very high across all PD offerings. In hindsight, we have decided to spread out our PD opportunities throughout the school year as front loading them at the start of the year was not the most effective approach.

Goal Area 2.2
Overall, re-defining job descriptions and utilizing our network of staff and community members proved to be effective in obtaining high quality candidates. Although we continued to post job openings on College and University job boards, we did not deem in necessary to participate in College Job Fairs this year.

Goal Area 2.3
Teacher feedback from our new Learning walk program was very positive. We are planning to grow this program further the next school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal Area 2.1
Material differences in estimated actual and budgeted expenditures were primarily due to changing the implementation of professional learning opportunities for staff.

Goal Area 2.2
Material differences in estimated actual and budgeted expenditures were primarily due to the increased need to provide BTSA mentoring to multiple 1st and 2nd year teachers as well as continuing education grants for staff members.

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.

Goal Area 2.1
Continue and expand professional development opportunities

Goal Area 2.2

Analyzed recruitment processes and continued with best practices for obtaining and retaining highly qualified teachers.

Goal Area 2.3
Continue to provide educators with high-quality support and collaboration opportunities

This goal has been modified and is now incorporated into Goal 1 of the LCAP for the upcoming 3 year cycle.

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

Increase community presence and local partnerships.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator DMCS will be recognized in local papers and will be included in community events. **18-19** Target: 8 articles 3 events **Baseline** 2016-17: 2 Articles 1 Event	DMCS was recognized in local papers, and social media posts, for several school events, and academic achievement of our student CAASPP test scores. In addition, our Community Outreach stipend position facilitated communication with our community. A new program this year was our very active ELAC parent group, that broadened our community outreach to our English Language learner families and community members. 18-19 Maintained
Metric/Indicator Enrollment levels and interest in the school will increase	Enrollment levels and interested in the school have increased. Enrollment in the 2017-2018 school year were***. Enrollment numbers for the current 2018-2019 school year are****.

Expected	Actual

18-19 Target: Beginning Enrollment 412 Ending Enrollment 400 Loss: 3% **Baseline** 2016-17: Beginning Enrollment 411 Ending Enrollment 383 Loss: 28 or 7%	18-19 Maintained

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 Continue to ensure community is knowledgeable about DMCS and its successes • Further implement broadening of community outreach • Create key messaging around identity (e.g. mission, vision, values) and general school information (e.g. location, grades served) to be shared externally	3.1 Continued to ensure community is knowledgeable about DMCS and its successes • Further implemented broadening of community outreach • Created key messaging around identity (e.g. mission,vision, values) and general school information (e.g.location, grades served) to be shared externally • Followed protocol for established internal system to capture school successes	LCFF $5,000	Outreach 0000: Unrestricted LCFF $1000

- Follow protocol for established internal system to capture

school successes
- Share information with identified key outlets
- Support students, parents, and teachers to share

information

- Shared information with identified key outlets
- Supported students, parents, and teachers to share

information

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 DMCS has community champions - Maintain a solid base of school ambassadors (students and parents) - Continue to target community groups for partnership and support (Rotary, Lions) - Continue participation with defined school events to engage community partners	3.2 DMCS has community champions - Maintained a solid base of school ambassadors (students and parents) - Continued to target community groups for partnership and support (Rotary, Lions) - Continued participation with defined school events to engage community partners - Extended school event invites to more community members - Targeted prospective donors and create fundraising pitch - Trained staff and Board on fundraising strategies	LCFF $15,000	Outreach 0000: Unrestricted LCFF $1,120

- Extend school event invites to more community members
- Target prospective donors and create fundraising pitch
- Train staff and Board on fundraising strategies

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 DMCS continues to have consistent demand for enrollment • Create targeted marketing during peak periods of interest • Further implement messaging to clarify public misconceptions • Continue to define target markets to adapt messaging as needed • Annual revisit website for changes and updates • Explore non-traditional recruitment strategies	3.3 DMCS continued to have consistent demand for enrollment • Created targeted marketing during peak periods of interest • Further implemented messaging to clarify public misconceptions • Continued to define target markets to adapt messaging as needed • Continued revisit of website for changes and updates • Explored non-traditional recruitment strategies	LCFF $3,000	Outreach 0000: Unrestricted LCFF $1,000

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.

Goal Area 3.1
All plans, actions, and services were implemented as planned in this goal area. Community Outreach was broadened by the creation of our ELAC (English Learner Advisory Committee) Parent group . This Group helped to engage our English Learner parents and increased communication. DMCS was recognized in local papers, and social media posts, for several school events, and for academic achievement of our student CAASPP test scores.   In addition, our Community Outreach organizer (stipend position) facilitated communication with our community by involving our school in community events such as the Dixon Christmas tree lighting, using newsletters and social media to inform the community of school events, and by inviting local organizations and businesses to be involved in our school events. This year, we had three events in which we invited the community to visit our campus. Open house is an event where anyone is able to visit and experience what a Montessori classroom looks like, Fall festival is a free family event in which the public is invited to join in fun activities for all ages, and lastly we host a cross country meet in which all the community elementary schools participate.

Goal Area 3.2
All plans, actions, and services were implemented as planned in this goal area. Our continued community involvement in events like The Dixon Tree lighting created opportunity to educate the community about our school. Our PTO and ELAC parents are true school ambassadors willing to educate the public about our school. This year, our very active governing board attended Board Governance Training to further support our mission and vision. In addition, Our PTO organized a fundraising campaign in which they targeted prospective donors for our Spring Sing Auction event.

Goal Area 3.3
All plans, actions, and services were implemented as planned in this goal area. Frequent Social Media posts also served as a communication outlet to educate the community about our school mission and vision. Consistent demand in enrollment has been aided with the use of a Social Media campaign during our enrollment window. Information shared thru the use of Social Media and via our website, has aided in creating a positive public opinion through the community. Our web-page is updated weekly to help parents and caregivers stay engaged and informed. We did not feel the need to explore non-traditional recruitment strategies.

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

Goal Area 3.1
3.1 Continue to ensure community is knowledgeable about DMCS and its successes
DMCS hosted 10 public board meetings, 10 public PTO meetings, three Charter Advisory meetings, monthly coffee with the director meetings. We increased our social media communications and our following increased from 466 followers in June of 2017 to 610 in

June of 2019. According to Mail Chimp our percentage of subscribers who are highly engaged and often open and click your emails was 54%. According to our parent survey 98.56% of our caregivers agree or strongly agree that DMCS keeps them informed.

Goal Area 3.2
DMCS participated in the yearly Rotary breakfast and explained our mission, vision, and direction. We also introduced new staff members to the Rotary community during the breakfast. DMCS hosted Spring Sing and Winter Sing with approximately 700 caregivers at each event. Fall Festival and field day hosted approximately 400 community members at each event. DMCS conducted four major fundraising efforts with less success than anticipated.

Goal Area 3.3
Dixon Montessori did not use any marketing strategies this year. Our school registered 443 students at the end of the 2018-2019 school year, approximately 8% growth. Our school population is capped at 450 students and we did not feel the need to advertise.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal Area 3.1
Material differences between budgeted expenditures and estimated actual expenditures are due to finding free or low cost options to communicate with the community. We have found that free alternatives to marketing adequately fulfill our enrollment needs. Facebook and participating in community events are free.

Goal Area 3.2
Material differences between budgeted expenditures and estimated actual expenditures are due to budget constraints. The Rotary and Lions clubs provided us with free hearing and vision screening, and with funds for students in need to attend the outdoor education program. The staff expectation was to be a champion for our school, for the school district, and for school choice. We sent one staff member to a grant writing seminar in an effort to make up opportunity cost dollars from fundraising. We did not see a significant decline in funds raised.

Goal Area 3.3
Material differences between budgeted expenditures and estimated actual expenditures are due to sufficient enrollment. Over the course of the school year we did not see any decline in enrollment, from October through June our enrollment was 414. In January during open enrollment we had far more applicants than anticipated, filling the school to its capacity. We did not see a need to spend any money to encourage students to come to DMCS.

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.

Goal Area 3.1
No changes were made to this goal, expected outcomes, metrics, or actions and services. This goal was moved to Goal 3 of the LCAP for the upcoming 3 year cycle.

Goal Area 3.2

Goal Area 3.3

After analysis this goal has been modified and will be incorporated into Goal 3 of the LCAP for the upcoming 3 year cycle.

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

Enhance school community, safety, and climate.

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 Referral statistics **18-19** Minimum 10% Decrease Office Referrals	Office Referral rate for the 17-18 school year was 10.59% Office Referral rate for the 18-19 school year is 6.76%

	Expected	Actual

Expected | **Actual**

Baseline
2016-17
Office Referrals: 114
Office Referrals per 100 Students
Enrolled (Referral Rate)
Office Referral rates: 28.5%.
This measure is calculated by 1)
taking the total number of office
referrals at Dixon Montessori and
dividing it by the number of
students enrolled and then 2)
multiplying the resulting value by
100.

Metric/Indicator
Suspension/Expulsion
rates

18-19
Minimum 10% Decrease
Suspensions
Expulsions: 0
Expulsion rates: 0%.

Baseline
Suspensions: 43
Suspensions per 100 Students
Enrolled (Suspension Rate)
Suspension rates: 10.75%.
Suspension rates for serious
offences: 1.0%
This measure is calculated by 1)
taking the total number of out of
school suspensions at Dixon
Montessori and dividing it by the
number of students enrolled and
then 2) multiplying the resulting
value by 100.
Expulsions: 0
Expulsions per 100 Students
Enrolled (Expulsion Rate)
Expulsion rates: 0%.

2018-2019 Expulsions: 0
Expulsion rate: 0%

2018-2019 Out of School Suspensions: 21
Suspension rate: 3.62%

Expulsions remained at 0%, meeting our target. Suspension rates fell to
3.62%, exceeding our target goal.

Expected	Actual
Metric/Indicator Attendance rates **18-19** Target: 97% **Baseline** 2016-17 Year End ADA 95.61 %	2017-2018 Attendance Rate=95.45% 2018-2019 Attendance Rate = 95.85% While this attendance rate doesn't hit our 97% target threshold, it is a slight improvement over the 2017-2018 attendance 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
4.1 Annually assess current safety plan and protocol - Involve stakeholders to collaborate on safety plan and make changes where necessary. - Review, update and broadly disseminate plan annually to students, parents and staff	4.1 Assessed current safety plan and protocol - Involved stakeholders to collaborate on safety plan and made changes where necessary. - Reviewed, updated and broadly disseminated plan to students, parents and staff	General Fund $30,000	Not Applicable 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Continue to provide safety training to all school staff members • Review safety protocols at monthly staff meetings • CPR training	4.2 Continued to provide safety training to all school staff members • Reviewed safety protocols at monthly staff meetings • CPR training	General Fund $1,000	0000: Unrestricted LCFF $1,330

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 Elicit feedback from family and community members about the school environment • Conduct parent surveys throughout the year • Review and enhance family involvement and engagement opportunities	4.3 Elicited feedback from family and community members about the school environment • Conducted parent surveys throughout the year • Reviewed and enhanced family involvement and engagement opportunities	0	Not Applicable 0.00

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.

Goal Area 4.1
DMCS adopted the Dixon Unified safety plan and modified it to fit our campus needs and legal compliance for 2019. The safety plan was vetted by our charter school advisory committee (school site counsel), school board, our parent teacher organization, teachers, the Dixon Fire Department, our School Resource Officer from the Dixon Police Department, and administration team.

Goal Area 4.2

DMCS conducted monthly safety drills and held discussions about the drills at staff meetings. Procedures for dangerous situations are listed in the staff handbook and are reviewed before the start of school. Staff is trained on safety procedures by administration during the school year. DMCS provided CPR and first aid training to teachers and other staff at the beginning of the 18/19 school year.

Goal Area 4.3
DMCS elicited feedback fro family and community members with surveys, coffee with the director meetings, Charter School Advisory Meetings, Facebook posts, and emails home. We also conducted informal questioning.

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

Goal Area 4.1
Adopting the Dixon Unified Comprehensive School Safety plan and having it modified to fit our individual needs by our stakeholders allowed us to remain compliant, and have input in our plan. Making modifications allowed us to continue the use of our procedures for in school bullying, and other dangerous actions.

Goal Area 4.2
Safety drills were timed and analyzed for effectiveness and adherence to procedures. Our administration team met to discuss what went well and what could be improved after each drill. We noticed that the drills were preformed safely and efficiently over the course of the year. Through the drill process we found that teachers occasionally needed to be reminded to close or lock their doors. We also found that the fire alarm in our music room was inaudible from the inside, but not the outside. The fire martial participated in one of our fire drills and found that our students and educators reacted appropriately.

Goal Area 4.3
According to our surveys 98.56% said that they agree or strongly agree that "DMCS seeks parental input and involvement." DMCS conducted two parent surveys. These surveys showed that 100% of parents answered strongly agree or agree that their child feels safe at school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal Area 4.1
Material differences between budget expenditures and estimated actual expenditures are due to our adoption of our authorizer's safety plan. The adoption meant that we did not need to hire our own consultant.

Goal Area 4.2

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were not significant, $300 could be due to inflation.

Goal Area 4.3
Material differences between Budgeted Expenditures and Estimated Actual Expenditures were not significant, there was no cost for this action.

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.

Goal Area 4.1
There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal.

Goal Area 4.2
There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal.

Goal Area 4.3
This goal has been modified and is being incorporated into Goal 2 of the LCAP for the upcoming 3 year cycle.

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?

DMCS staff held site-based meetings with all stakeholder groups including parents, community members, school personnel, management and the Board of Directors in the development of our 2018-19 Local Control Accountability Plan and Annual Update. Site meetings with school staff, parent advisory groups, Charter Advisory Group, ELPAC committee and surveys exemplify the collaborative opportunities created to ensure DMCS consulted with in an effort to hear all voices and stakeholders. There were opportunities for both individual and group input at all sessions. DMCS also used electronic surveys to ensure that the stakeholder engagement process was inclusive. One parent survey was targeted on the 8 state priorities and DMCS administration analyzed the data to cull major themes and patterns from the survey to incorporate into our LCAP.

Structure of the LCAP input meetings:
Each meeting began with a presentation of the role and purpose of the LCAP, the funding and accountability measures and the current goals and actions. Local benchmark/grade data and state data was reviewed and highlights from this data discussed. Participants were then asked reflection and evidence-based questions to give feedback on the impact of the current goals and actions. This feedback was collected electronically or by pencil/paper.

Data Collection process:
Data from all stakeholder meetings were collected. All data was documented digitally and included the stakeholder group, date and time of the meeting. A group of teachers and administrators from all levels across the school, and met to review the data and the initial themes that emerged.

10/18/18 - Administration met with Dixon Unified Superintendent Brian Dolan and Assistant Superintendent Nick Geremonte to learn about goals from Dixon USD

10/18/18 - Charter Advisory Committee Meeting. Reviewed goals and gave input fro on what CSAC wanted.

10/19 - 1st parent survey

11/18/18 - Meet with SCOE - Learned about LCAP rules and requirements with an LCAP evaluator.

12/18/18 - Meet with Davis JUSD - Leaned about strategies from writing LCAP from Davis Assistant Supeintendent.

12/18/18 - Charter School Advisory Committee - Reviewed LCAP goals and received input.

2/19 - Second Parent survey

3/18/19 - Calendar survey sent to parents

3/19/19 - Charter School Advisory Committee - Reviewed LCAP goals and received input.

4/19/19 - LCAP Teams formed- Team representatives, PBIS Committee, and Outreach and ELAC focused on Academics, Culture/Climate, and Community Engagement goals.

Monthly ELAC Committee meetings- Parents provide input on goals

Weekly Admin meetings-

Support and Input:
LCAP was a monthly topic and administrative meetings. During these meetings, each administrator reviewed data and goals, gave updates, and participated in the collection of data and support of the LCAP processes and meetings.

Solano Charters LCAP Support: DMCS's Executive Director participated in the SCOE meetings. These monthly meetings and networking with other districts throughout the county supported the development of DMCS's LCAP.

Support Meetings:
Met with Marnie Lynch, Director of District and School Support for SCOE, as well as Brian Dolan, DUSD Superintendent, and Nick Geremonte, DUSD Assistant Superintendent, on site to review, provide feedback and to provide examples. This support was invaluable in creating a robust LCAP.

Surveys: Parent and staff surveys were sent. Over 300 parents provided feedback on the surveys. This data was informative in LCAP revisions and ensuring that the stakeholder engagement processes were inclusive and accessible.
LCAP materials, presentations, tools, and data were made available to all members of each stakeholder group.

Impact on LCAP and Annual Update

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

Deliberate attention was given to ensure voices from all stakeholder groups were heard. It was the intent of DMCS to consult with parents, community, students, and school personnel. Stakeholder engagement was facilitated through surveys and meetings. These meetings were held during staff meetings, Charter Advisory Meetings, ELAC meetings, and Admin meetings so that all stakeholders could participate.The impact these meetings have had is that a robust set of feedback and data has been gathered and incorporated into the LCAP. The data collected from stakeholders allowed us to prioritize actions and services in the LCAP based on their effectiveness and value. The stakeholder sessions were also beneficial in helping to identify actions/materials that were not making an impact.

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

Our highly qualified staff will ignite the love of academic discovery within all students through a rigorous blend of Montessori philosophy, common core state standards, and character development.

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)
                             Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
                             Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities: Address needs of low performing students, and students with disabilities subgroup.

Identified Need:

Though analysis of local benchmark data and statewide testing data, the district identified the following needs:
- Increase opportunity for all students to participate in a 21st century rigorous science curriculum
- Continue to increase the academic rigor in Montessori and PBL pedagogy through teacher training and accountability
- Continue to increase the academic engagement of all students
- Continue to reduce suspensions among students with disabilities, students with two or more races, and white students through PBIS and restorative justice practices.
- Continue to increase teacher qualifications by funding new teacher induction programs, offering grants for continued education, and by providing relevant in service training for all teachers.

- Ensure that all students have access to standards aligned instructional materials.

Through feedback from parent surveys, DMCS identified the need to:
- Reduce reliance on technology and increase student time with teachers.
- Intervention and differentiation support for students who are above grade level
- Increased extracurricular opportunity for all students
- A library
- A change in the calendar to support student learning
- Increased school security

Through feedback from teachers surveys and meetings, DMCS identified the need to:
- Partner new teachers with mentor teachers who are Montessori or PBL trained
- Create an annual training schedule for Special Education with one training at the beginning of each school year
- Update ELA and math curricula to align better with CCSS
- Provide teachers with UC Davis Project training in math and ELA

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Use CAASPP scores to measure and assess student achievement for students in grades 3-8. Use benchmark scores to measure and assess student achievement for students in grades K-2.	2016-17: 33% of students met or exceeded standards in math as measured by CAASPP. 43% of students met or exceeded standards in ELA as measured by CAASPP.	2017-2018: 39% of students met or exceeded standards in math as measured by CAASPP (6% increase from previous year). 50% of students met or exceeded standards in ELA as measured by CAASPP (7% increase from previous year).	Target: 45% of students will meet or exceed standards in math (6% increase). 56% of students will meet or exceed standards in ELA (6% increase).	Target: 51% of students will meet or exceed standards in math (6% increase). 62% of students will meet or exceed standards in ELA (6% increase).
Annual teacher evaluation outcomes	17 of 21 (81%) Certificated Teachers Evaluated	100% of certificated teachers were evaluated	100% of certificated teachers were evaluated	100% of certificated teachers were evaluated
Increase course participation in a broad	Increase course participation in a broad	Increase course participation in a broad	Increase course participation in a broad	Increase course participation in a broad

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
course of study including music (Powerschool)	course of study including music and technology	course of study including music and technology.	course of study including music, technology class, and Playworks mentoring.	course of study including music class, science class, advance math for 4-6th grade, IM1 Mathematics, and Playworks mentoring.
API no longer applies	API no longer applies	API no longer applies	API no longer applies	API no longer applies
Increase EL Reclassification Rate (ELPAC 2017/2018)	No Data available	CELDT no longer applies	No ELPAC Data Available	Increase ELPAC EL Reclassification Rate from XX% to XX%
Maintain full Implementation of CCSS across all content areas (District Self-Assessment)	100% aligned with CCSS	100% aligned with CCSS	100% aligned with CCSS	100% aligned with CCSS
Continue low expulsion rate (CALPADS)	All Students less than 1% All Student subgroups less than 1%	All Students less than 1% All Student subgroups less than 1%	All Students less than 1% All Student subgroups less than 1%	All Students less than 1% All Student subgroups less than 1%
Increase fully credentialed teachers and aligned assignments (Human Resources Department)	DMCS had 72% fully credentialed teachers in 17/18	Increase fully credentialed teachers and aligned assignments from 72%% to 90%	Increase fully credentialed teachers and aligned assignments from 72% to 90%	Increase fully credentialed teachers and aligned assignments from 90% to 92.5%
Maintain Williams Audit: 100% Compliant Free-Facilities in good repair, instructional materials access (Williams Report)	Maintain Williams Audit: 100% Compliant Free-Facilities in good repair, instructional materials access	Maintain Williams Audit: 100% Compliant Free-Facilities in good repair, instructional materials access	Maintain Williams Audit: 100% Compliant Free-Facilities in good repair, instructional materials access	Maintain Williams Audit: 100% Compliant Free-Facilities in good repair, instructional materials access

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
Specific Student Groups: All

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

All Schools
Specific Schools: DMCS

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
1.1 Continue defined approach to each core instructional practice (Montessori, PBL, Standards based instruction) a. Purchase iReady for benchmarks and intervention b. Purchase materials/supplies & books to support elementary and secondary reading, writing, and math curriculum. c.	1.1 Continue defined approach to each core instructional practice (Montessori, PBL, Standards based instruction) a. Purchase iReady for benchmarks and intervention b. Purchase materials/supplies & books to support elementary and secondary reading, writing, and math curriculum.	1.1 Continue defined approach to each core instructional practice (Montessori, PBL, Standards based instruction) a. Purchase Collaborative Classroom ELA curriculum for grades K-6. b. Purchase materials/supplies & books to support elementary and secondary reading, writing, and math curriculum.

d. Fund consumables
e. Purchase other common core aligned materials and supplies to support instruction.
f. Provide a 100% position for Technology class k-8
g. Staff six paraprofessionals to aid in the delivery of Montessori education
h. Staff a 75% academic counselor
i.
j. Staff a 100% ELA RTi Specialist for grades k-8
k. Staff a 40% Math RTi Specialist for grades k-8
l. Provide a 100% music position for grades k-8
m. Fund staff training in Common C

c. NGSS materials/supplies & books to support NGSS adoption including FOSS and Mystery Science
d. Fund consumables for adoption
e. Purchase other common core aligned materials and supplies to support instruction.
Fund consumables for adoptions
f. Provide a 100% position for Technology for k-8
g. Staff six Montessori paraprofessional positions to assist in the delivery of Montessori education in classes k-3
h. Staff a 100% academic counselor to provide counseling services, 504 plans
i. Staff a 75% behaviorist
j. Staff a 100% ELA RTi Specialist for grades k-8
k. Staff a 40% Math RTi Specialist for grades k-8
l. Provide a 100% music position for grades k-8
m. Fund staff training in Common Core
n. Purchase FOSS NGSS curriculum
o. Fund other staff development

c. NGSS materials/supplies & books to support NGSS adoption including FOSS and Mystery Science
d. Fund consumables for adoption
e. Purchase other common core aligned materials and supplies to support instruction.
Fund consumables for adoptions
f. Provide a 100% position for NGSS science lab for 2-6th grade
g. Staff a 50% TOSA position to coach TK-3 Montessori mathematics instruction and assessment.
h. Staff a 100% academic counselor to provide counseling services, 504 plans, and to lead SST meetings for struggling students.
i. Staff a 75% behaviorist to help develop tier 1 and 2 behavioral interventions for all students.
j. Staff a 100% ELA RTi Specialist for grades k-8
k. Staff a 100% Math RTi Specialist for grades k-8
l. Provide a 100% music position for grades k-8
m. Fund staff training in Common Core, Montessori, and PBL
n. Fund other staff development
o. Provide Common Planning time for all teachers two times per month

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000	$50,000	$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted iReady	0000: Unrestricted iReady	0000: Unrestricted Curriculum Support Supplies and Consumables
Amount			$30,000
Source			LCFF
Budget Reference			0000: Unrestricted ELA, Math, and Science Curriculum
Amount			$5,000
Source			LCFF
Budget Reference			0000: Unrestricted Staff Training and Assignments

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
[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
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
Schoolwide
[Add Scope of Services selection here]

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

All Schools
Specific Grade Spans: DMCS
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.2 Continue to establish classroom expectations Fund 100% Dean of Students position to cultivate PBIS program and to provide accountability for teachers and students Fund Kickboard behavior tracking software Provide student store materials for PBIS rewards Provide other PBIS rewards Fund professional CPI (crisis intervention) training for intervention and deescalation	1.2 Continue to establish classroom expectations Fund 100% Dean of Students position to cultivate PBIS program and to provide accountability for teachers and students Fund Kickboard behavior tracking software Provide student store materials for PBIS rewards Provide other PBIS rewards Fund professional CPI (crisis intervention) training for intervention and deescalation Install cameras on campus to capture video to increase security and prevent unwanted behavior	1.2 Continue to establish classroom academic and behavioral expectations Fund 100% Dean of Students position to cultivate PBIS program and to provide accountability for teachers and students Fund Kickboard behavior tracking software Provide student store materials for PBIS rewards Provide other PBIS rewards Fund professional CPI (crisis intervention) training for intervention and deescalation Install cameras on campus to capture video to increase security and prevent unwanted behavior

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted Kickboard	0000: Unrestricted Kickboard	0000: Unrestricted Kickboard
Amount			2,000
Source			LCFF
Budget Reference			0000: Unrestricted Staff Training on SEL, crisis prevention, and restorative justice
Amount			1,000
Source			LCFF
Budget Reference			0000: Unrestricted Cameras

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
[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
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
Schoolwide
[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
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.3 Continue K-8 collaboration that is content-focused and data-driven and routinize cross-grade level collaboration opportunities 1.4 Continue protocol to follow student through high school and record high school graduation rate	1.3 Continue K-8 collaboration that is content-focused and data-driven and routinize cross-grade level collaboration opportunities 1.4 Continue protocol to follow student through high school and record high school graduation rate	1.3 Continue K-8 collaboration that is content-focused and data-driven and routinize cross-grade level collaboration opportunities 1.4 Continue protocol to follow student through high school and record high school graduation rate

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$32,000	$32,000	$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted Stipends	0000: Unrestricted Stipends	0000: Unrestricted Stipends
Amount			10,000
Source			LCFF
Budget Reference			0000: Unrestricted Professional Development- BTSA and CE

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
[Add Students to be Served selection here]	[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 Schoolwide Limited to Unduplicated Student Group(s) [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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.5 Provide programs and services to increase equity and access for English Learners, Socio-Economically Disadvantaged, and Foster Youth. Provide materials and support the band program Provide a full-time elementary music teacher for all k-6 students. Provide materials for 6-8 art class Fund .2 middle school art teacher	1.5 Provide programs and services to increase equity and access for English Learners, Socio-Economically Disadvantaged, and Foster Youth. Hire a full time English Language Development specialist Provide materials and support for the ELD program Fund full time music teacher position Provide materials and support the band program to help support students who are socioeconomically disadvantaged	1.5 Provide programs and services to increase equity and access for English Learners, Socio-Economically Disadvantaged, and Foster Youth. Maintain a full time English Language Development specialist Provide materials and support for the ELD program Fund full time music teacher position Provide materials and support the band program to help support students who are socioeconomically disadvantaged

Fund one full-time RTi specialist for k-8 math and ELA	Fund one full time ELA RTi specialist position to support students who are not meeting grade level standards	Fund one full time ELA RTi specialist position to support students who are not meeting grade level standards
Purchase EL instructional materials	Fund one .4 math RTi specialist position to support students who are not meeting grade level standards	Fund one .4 math RTi specialist position to support students who are not meeting grade level standards
Provide translation services	Provide translation support for parent communication to increase communication	Provide translation support for parent communication to increase communication
	Provide ELD support with small group intervention for all English Language learners	Provide ELD support with small group intervention for all English Language learners
	Provide support for outdoor education programs for students who are socioeconomically disadvantaged	Provide support for outdoor education programs for students who are socioeconomically disadvantaged
	Provide breakfast and lunch for students who are socioeconomically disadvantaged tk-8	Provide breakfast and lunch for students who are socioeconomically disadvantaged tk-8
	Provide teachers with GLAD training	Provide teachers with GLAD training

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			5,000
Source			LCFF
Budget Reference			0000: Unrestricted ELD Materials

Amount			75,000
Source			LCFF
Budget Reference			0000: Unrestricted ELD Position

Action 5

All Specific Student Groups: Low performing students [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

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

		New Action
		1.6 Provide academic support in order to improve student achievement and social-emotional well-being principally directed toward low performing students who are not necessarily part of the unduplicated count. Provide full time RTi specialist for ELA Provide RTi specialist for Math Provide materials for RTi math and ELA programs Fund training for RTi specialist teachers

| | | Fund training for all K-8 teachers (serving low performing students) from the UC Davis Math project targeting low performing students

Fund training for all k-8 teachers (serving low performing students) from the Area 3 Writing Project targeting low performing students |
| | | |

Budgeted Expenditures

Amount			80,000
Source			Supplemental
Budget Reference			0001-0999: Unrestricted: Locally Defined RtI Positions

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 2

Enhance school community, safety, and climate.

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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities: In order to reduce suspensions we need to prioritize proactive PBIS to reduce unwanted behavioral occurrences

Identified Need:

Students need a consistent safe environment for learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Referral statistics (Local Measure)	2016-17 Office Referrals: 114 Office Referrals per 100 Students Enrolled (Referral Rate) Office Referral rates: 28.5%.	Minimum 5% Decrease Office Referrals: 74 Office Referral rates: 10.59%	5% Decrease Office Referrals: 34 Office Referral rate: 6.76%	Office Referrals: 30 Office Referral Rate: 5.9%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	This measure is calculated by 1) taking the total number of office referrals at Dixon Montessori and dividing it by the number of students enrolled and then 2) multiplying the resulting value by 100.			
Suspension/Expulsion rates (CALPADS)	2016-2017 Suspensions: 43 Suspension rates: 10.75%. Expulsions: 0 Expulsion rates: 0%.	Minimum 5% Decrease Suspensions: 36 Suspension Rate: 5.2% Expulsions: 0 Expulsion rates: 0%.	5% Decrease Suspensions: 15 Suspension Rate: 3.62% Expulsions: 0 Expulsion rates: 0%.	5% Decrease Suspensions: 10 Suspension Rate: 3% Expulsions: 0 Expulsion rates: 0%.
Attendance rates (CALPADS)	2016-17 Year End ADA 95.61 %	Target: 96% Actual: 95.45%	Target: 96% Actual 95.85%	Target: 96%
Staff trained in: mandated reporter, first aid, sexual harassment prevention,pest management, boundary invasion, bullying/violence, online safety, playground supervision, assault and battery reporting, back	2017-18 100% of staff passed all required courses at the beginning of the year	100% of staff passed all required courses at the beginning of the year	100% of staff passed all required courses at the beginning of the year	100% of staff will pass all required courses at the beginning of the year.

New training includes injury & illness prevention, Comprehensive School Safety update, and Exposure control plan |

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
injury and lifting, and CPR (Safe Schools)				for blood borne pathogens.
Surveillance Cameras (number of cameras on campus)	2018/19 Two Surveillance cameras on campus	0 Surveillance Cameras	2 Surveillance cameras	4 Surveillance cameras
Bullying/Harassment Referrals and rates	28 Bullying/Harassment Referrals 4.18% Bullying/Harassment Rate	9 Bullying/Harassment Referrals 1.9% Bullying/Harassment Rate	10 Bullying/Harassment Referrals 1.6% Bullying/Harassment Rate	Decrease to 8 Bullying/Harassment Referrals Decrease to 1.5% Bullying/Harassment Rate
Increase a sense of school safety as measured by California Healthy Kids Survey and parent surveys.	California Healthy Kids Survey 2018-2019 5th Grade: 80.56% of students always feel safe at school 8th Grade: 66.67% of students always feel safe at school	No Data	Increase sense of school safety as measured by the California Healthy Kids Survey 5th Grade: 80.56% of students always feel safe at school 8th Grade: 66.67% of students always feel safe at school	Increase sense of school safety as measured by the California Healthy Kids Survey 5th Grade: 80.56% to 83% of students always feel safe at school 8th Grade: 66.67% to 70% of students always feel safe at school

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
[Add Students to be Served selection here]

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

All Schools
Specific Schools: DMCS
[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)

[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)

Specific Schools: DMCS
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Annually assess current safety plan and protocol • Involve stakeholders to collaborate on safety plan and make changes where necessary. • Review, update and broadly disseminate plan annually to students, parents and staff	4.1 Annually assess current safety plan and protocol • Involve stakeholders to collaborate on safety plan and make changes where necessary. • Review, update and broadly disseminate plan annually to students, parents and staff	4.1 Annually assess current safety plan and protocol • Involve stakeholders to collaborate on safety plan and make changes where necessary. • Review, update and broadly disseminate plan annually to students, parents and staff

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$30,000	$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted Teacher Targeted Professional Development	0000: Unrestricted Teacher Targeted Professional Development	0000: Unrestricted Teacher Targeted Professional Development

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
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)

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.2 Continue to provide safety training to all school staff	4.2 Continue to provide safety training to all school staff	4.2 Continue to provide safety training to all school staff

members • Review safety protocols at monthly staff meetings • CPR training	members • Review safety protocols at monthly staff meetings • CPR training	members • Review safety protocols at monthly staff meetings • CPR training

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted Teacher recruitment	0000: Unrestricted Teacher recruitment	0000: Unrestricted Teacher recruitment

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
[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
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

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

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

Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.3 Elicit feedback from family and community members about the school environment • Conduct parent surveys throughout the year • Review and enhance family involvement and engagement opportunities	2.3 Elicit feedback from family and community members about the school environment • Conduct parent surveys throughout the year • Conduct Healthy Kids Survey • Review and enhance family involvement and engagement opportunities	2.3 Elicit feedback from family and community members about the school environment • Conduct parent surveys throughout the year • Conduct California Healthy Kids Survey • Review and enhance family involvement and engagement opportunities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable	Not Applicable	Not Applicable

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 3

Develop active partnerships with parents, businesses and the community, in order to enrich the academic and social growth of students.

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:

Lack of student outreach throughout the community

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
DMCS will be recognized in local papers and will be included in community events.	2016-17: 2 Articles 1 Event	Target: 6 articles 3 events	Target: 8 articles 3 events	Target: 8 articles 3 events
Enrollment levels and interest in the school will increase	2016-17: Beginning Enrollment 411 Ending Enrollment 383	Target: Beginning Enrollment 412 Ending Enrollment 400	Target: Beginning Enrollment 412 Ending Enrollment 400	Target: Beginning Enrollment 440 Ending Enrollment 432

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Loss: 28 or 7%	Loss: 3%	Loss: 3%	Loss: 3%
Increase satisfaction rating on DMCS parent surveys	Spring 2019 Survey 100% of parents marked their students conditions of learning as average or exemplary. 0% said that it did not meet their expectations.	xx% parent satisfaction. Unknown data.	Spring 2019 Survey 100% of parents marked their students conditions of learning as average or exemplary. 0% said that it did not meet their expectations.	100% of parents will mark their students conditions of learning as average or exemplary. 0% said that it did not meet their expectations.
Increase participation in parent/school events with a particular focus on duplicated students and students with exceptional needs (sign in sheets from meetings and events)	Approximately 75% parents participated in events	Approximately 75% parents participated in events	Approximately 75% parents participated in events	Increase parental involvement to Approximately 76%
Increase attendance rate (CALPADS)	95.61% attendance rate	Maintain approximately 95% attendance rates. 95.45%	Maintain approximately 95% attendance rates. 95.85%	Maintain approximately 95% attendance rates. XX%
Maintain a 0% dropout rate for middle school	Maintained	Maintained	Maintained	Maintain
Reduce the Chronic Absentee Rate (CALPADS)	The Chronic Absentee Rate in the 16/17 school year was 8.5%	Reduce the Chronic Absentee Rate from 8.5% to 8.4%	Reduce the Chronic Absentee Rate from 8.8% to 8.4%	Reduce the Chronic Absentee Rate from 8.8% to 8.4%

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
[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
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
Schoolwide
[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
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 Continue to ensure community is knowledgeable about DMCS and its successes • Further implement broadening of community outreach • Create key messaging around identity (e.g. mission, vision, values) and general school information (e.g. location, grades served) to be shared externally • Follow protocol for established internal system to capture school successes	3.1 Continue to ensure community is knowledgeable about DMCS and its successes • Further implement broadening of community outreach • Create key messaging around identity (e.g. mission, vision, values) and general school information (e.g. location, grades served) to be shared externally • Follow protocol for established internal system to capture school successes	3.1 Continue to ensure community is knowledgeable about DMCS and its successes • Further implement broadening of community outreach • Create key messaging around identity (e.g. mission, vision, values) and general school information (e.g. location, grades served) to be shared externally • Follow protocol for established internal system to capture school successes

| - Share information with identified key outlets
- Support students, parents, and teachers to share information | - Share information with identified key outlets
- Support students, parents, and teachers to share information | - Share information with identified key outlets
- Support students, parents, and teachers to share information |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted Community outreach	0000: Unrestricted Community outreach	0000: Unrestricted Community outreach

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 [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)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide Schoolwide [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 |

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.2 DMCS has community champions - Maintain a solid base of school ambassadors (students and parents) - Continue to target community groups for partnership and support (Rotary, Lions) - Continue participation with defined school events to engage community partners - Extend school event invites to more community members - Target prospective donors and create fundraising pitch - Train staff and Board on fundraising strategies	3.2 DMCS has community champions - Maintain a solid base of school ambassadors (students and parents) - Continue to target community groups for partnership and support (Rotary, Lions) - Continue participation with defined school events to engage community partners - Extend school event invites to more community members - Target prospective donors and create fundraising pitch - Train staff and Board on fundraising strategies	3.2 DMCS has community champions - Maintain a solid base of school ambassadors (students and parents) - Continue to target community groups for partnership and support (Rotary, Lions) - Continue participation with defined school events to engage community partners - Extend school event invites to more community members - Target prospective donors and create fundraising pitch - Train staff and Board on fundraising strategies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted Community Event materials	0000: Unrestricted Community Event materials	0000: Unrestricted Community Event materials

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.3 DMCS continues to have consistent demand for enrollment - Create targeted marketing during peak periods of interest - Further implement messaging to clarify public misconceptions - Continue to define target markets to adapt messaging as needed - Annual revisit website for changes and updates - Explore non-traditional recruitment strategies	3.3 DMCS continues to have consistent demand for enrollment - Create targeted marketing during peak periods of interest - Further implement messaging to clarify public misconceptions - Continue to define target markets to adapt messaging as needed - Annual revisit website for changes and updates - Explore non-traditional recruitment strategies	3.3 DMCS continues to have consistent demand for enrollment - Create targeted marketing during peak periods of interest - Further implement messaging to clarify public misconceptions - Continue to define target markets to adapt messaging as needed - Annual revisit website for changes and updates - Explore non-traditional recruitment strategies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted Open Enrollment Marketing	0000: Unrestricted Open Enrollment Marketing	0000: Unrestricted Open Enrollment Marketing

Action 4

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

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

All

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)

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

Schoolwide

[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
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.4 Parent Partnerships and Community Engagement	3.4 Parent Partnerships and Community Engagement	3.4 Parent Partnerships and Community Engagement

Charter School Advisory meetings three times per year (no cost) Three parent surveys per year (no cost) Provide funding to support at least two parent events designed to articulate the vision and goals of DMCS (i.e. Math Night, Science Night, etc.)	Coffee with the PTO and Coffee with the Director are each offered monthly allowing parents the opportunity to connect with leadership and make their voice heard, Charter School Advisory meetings three times per year Anonymous surveys made available in multiple formats and 2 languages - 3 times per year inviting parent opinion, ideas and a platform to voice concerns. Provide funding to support at least two parent events designed to articulate the vision and goals of DMCS (i.e. Fall Festival, Winter Sing, Spring Sing, Math Night, Science Night, Field Day, Talent Show, Lego Night, Sharing Night, etc.) Parents volunteer in classrooms each week and are welcome on campus to observe or participate in a variety of activities throughout the school year Parent-Teacher Conferences are offered twice each school year for all students/guardians. Parent input is welcomed and encouraged. Efforts to reach Spanish Speaking parents with the creation of ELAC (English Learner Advisory Committee) involving Spanish speaking parents, led by 2 Spanish Speaking staff members * Offered translation services to teachers for all conferences and written communication	Coffee with the PTO and Coffee with the Director are each offered monthly allowing parents the opportunity to connect with leadership and make their voice heard, Charter School Advisory meetings three times per year Anonymous surveys made available in multiple formats and 2 languages - 3 times per year inviting parent opinion, ideas and a platform to voice concerns. Provide funding to support at least two parent events designed to articulate the vision and goals of DMCS (i.e. Fall Festival, Winter Sing, Spring Sing, Math Night, Science Night, Field Day, Talent Show, Lego Night, Sharing Night, etc.) Parents volunteer in classrooms each week and are welcome on campus to observe or participate in a variety of activities throughout the school year Parent-Teacher Conferences are offered twice each school year for all students/guardians. Parent input is welcomed and encouraged. Efforts to reach Spanish Speaking parents with the creation of ELAC (English Learner Advisory Committee) involving Spanish speaking parents, led by 2 Spanish Speaking staff members * Offered translation services to teachers for all conferences and written communication

* Published weekly bilingual e-newsletter to all stakeholders

Monthly school board meetings are announced with an invitation and encouragement for parents and community members to attend and voice any concerns/ideas.

DMCS hosts an active and dynamic Parent Teacher Organization (PTO). The PTO exists for the betterment of Dixon Montessori Charter School students and meets monthly. All community members are encouraged to participate. The PTO believes that by working together, parents and school staff can greatly enhance the school program and learning opportunities for all students. This will be accomplished when parents, teachers and school administration are actively involved with planning and providing for student projects, programs and activities that contribute to a well rounded education and the welfare of all students. Historically the PTO has sponsored guest presenters, purchased equipment for the classrooms, held a Fall Festival, organized an annual dinner/auction and provided resources for special art, music and science opportunities. The PTO holds fundraisers to help with teacher requests and other financial needs that arise within the school. Each year the PTO organizes a few fundraisers including a Scholastic book fair, Cookie Dough Sales and Raffle Giveaways.

| | Creation of ELAC (English Learner Advisory Committee) involving Spanish speaking parents, led by 2 Spanish Speaking staff members

Offered translation services to teachers for all conferences and written communication

Publication of weekly bilingual e-newsletter to all stakeholders

Website is updated weekly with local community school events and parent/student opportunities. | DMCS will host 1 school event each month that brings families together and offers opportunity for learning enrichment as well as collaboration between parents, students and staff members

Creation of ELAC (English Learner Advisory Committee) involving Spanish speaking parents, led by 2 Spanish Speaking staff members

Offered translation services to teachers for all conferences and written communication

Publication of weekly bilingual e-newsletter to all stakeholders

Website is updated weekly with local community school events and parent/student opportunities.

DMCS will work in collaboration with parents to provide monthly PTO, ELAC, School Board and casual coffee meetings where all community members are encouraged to voice their ideas, concerns, and have questions answered.

DMCS will welcome parents to participate in the Charter Advisory Committee Meetings once per trimester.

DMCS will provide twice-annual parent-teacher conference opportunities that encourage parents to attend, voice concerns, ask questions and discover details about their student's personal learning journey. |
|---|---|---|

		Volunteer opportunities will be made available in/for every classroom, K-8, allowing parents a closer connection to their student's learning environment and aid in enhancement of the parent-teacher relationship. Annual Parent Appreciation Breakfast will be held to express our gratitude to all parents for their presence, support and participation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$2,000
Source			LCFF
Budget Reference			0000: Unrestricted Community engagement

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)

[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	LEA-wide Schoolwide	All Schools

Actions/Services

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

| 2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.5 Community Partnerships UC Davis Internships (no cost) Rotary breakfast (no cost) Dixon Chamber of Commerce partnership	3.5 Community Partnerships UC Davis Internships (no cost) Chamberlain nursing school internships (no cost) Rotary breakfast (no cost) Dixon Chamber of Commerce partnership	3.5 Community Partnerships UC Davis Internships (no cost) Chamberlain nursing school internships (no cost) Rotary breakfast (no cost) Dixon Chamber of Commerce partnership Invite local business representatives, mathematicians, engineers and public service officers into classrooms to share about their jobs in the community and help students connect curriculum to real world opportunities. (no cost) Invite interns from local colleges to work with students in the form of student teacher positions, classroom aids and Social-Emotional support group leadership. Invite community leaders of all types into classrooms to partner with students who
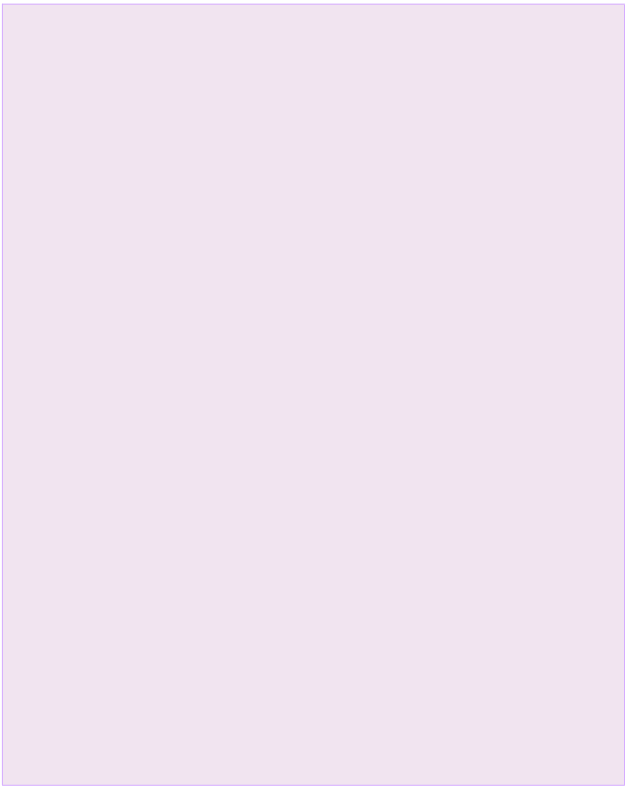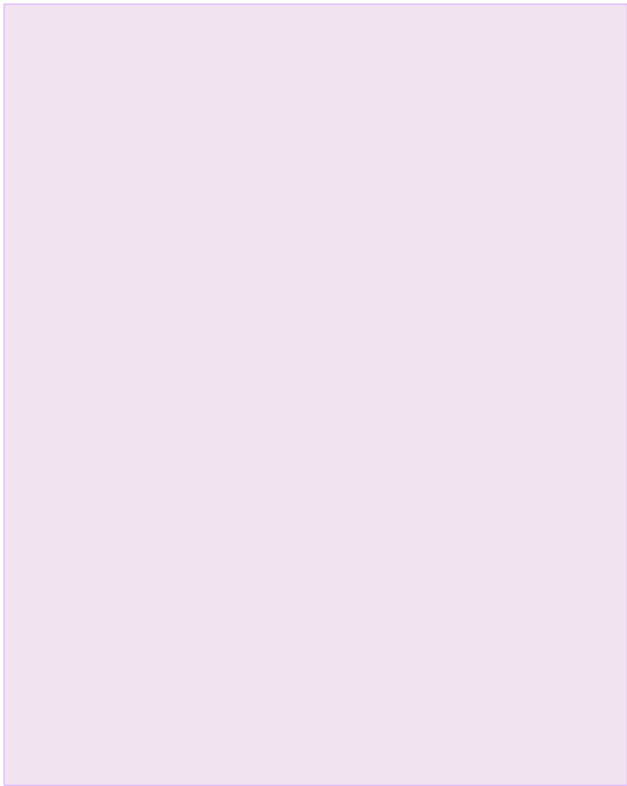
		need extra support in various subject areas or to simply read with and build relationships with students who need connection with a positive adult role model. Invite community leaders to share important information with parents and family members in monthly parent classes on campus. Topics covered could be home organization, health, supporting kids with homework, family finance, understanding Montessori curriculum, PBL, and other helpful life skills. Send musical performing groups out into the community 3 times per year to perform and connect with service organizations and people within our community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100	$100	$100
Source	LCFF	LCFF	LCFF
Budget Reference	0000: Unrestricted Chamber of Commerce membership	0000: Unrestricted Chamber of Commerce membership	0000: Unrestricted Chamber of Commerce membership
Amount			$5000
Source			LCFF
Budget Reference			0000: Unrestricted UCD Interns

Action 6

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

OR

[Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

		New Action
		Promote parental participation in programs for individuals with exceptional needs.

Budgeted Expenditures

Amount			0
Source			Not Applicable
Budget Reference			Not Applicable Parent participation

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
$220,669	0%

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 following actions and services are principally directed towards supporting the growth and performance of our low performing students:

Provide targeted academic counseling through an academic counselor for grades TK-8: This position will target and support low performing students in identification and placement through the SST process and guidance as needed. We know through our data that students in our unduplicated student group, as well as other at-risk groups, need more support academically, socially, and emotionally.

Support TK-6 teachers with reading training through the Collaborative Classroom for all students, with a focus on embedding strategies for low performing students.

Support TK-8 teachers with writing training through the Area 3 Writing Project to target low performing students

Fund professional development TK-8 to support instructional practices, assessment, social-emotional well being, and curriculum implementation (i.e. SEL embedded ELA curriculum with differentiation strategies to meet the needs of low performing students).

Provide structured collaborative work time to focus on embedding strategies to meet the needs of low performing students. Collaborative planning time will occur two times per month with teacher groups. RTi, the counselor supporting students with SST's, and the Data Team will see each teacher group once per month to check progress and address needs.

Provide release days for the Data Team to set up early identification, selection, and intervention with students who are low performing. Substitutes will cover for teachers and the Data Team members while they meet.

Provide two summer planning days for the academic counselor at the daily rate.

Fund intervention services to support student to low performing students in reading, writing, and mathematics.

Purchase RTi curriculum and materials that are CCSS aligned and work with Montessori and PBL teaching philosophies and practices.

Provide after school math club with classroom teachers and after school writing club with a teacher and Writing Project Fellow to support low performing students in math and writing after evaluation, identification, and invitation.

Provide support to build classroom library/reader collections at DMCS: Our students who are low performing need more relevant and current books in their classroom libraries.

Provide a Montessori TOSA to coach Montessori style literacy, Montessori math, and Montessori manipulative tools to help with the integration of common core standards and Montessori practices. This TOSA will help teachers create individualized work-plans for differentiation, small group teaching, and low performing skill development in early elementary grades.

Administrative team support to focus on instruction, assessment, and professional development specifically to support our low performing students and unduplicated students.

Site level administrative support to focus on supporting teachers in instruction, assessment and monitoring progress specifically for our unduplicated and identified student groups.

Psychologist services to support students in our unduplicated populations. Targeted outreach will be done to ensure these students needs are being met.

We know through our data that students in our unduplicated student group, as well as other at-risk groups, need more support academically, socially, and emotionally.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$221,670	7.7%

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 following actions and services are principally directed towards supporting the growth and performance of our low performing students:

Provide targeted academic counseling through an academic counselor for grades TK-8: This position will target and support low performing students in identification and placement through the SST process and guidance as needed. We know through our data that students in our unduplicated student group, as well as other at-risk groups, need more support academically, socially, and emotionally.

Support TK-6 teachers with reading training through the Collaborative Classroom for all students, with a focus on embedding strategies for low performing students.

Support TK-8 teachers with writing training through the Area 3 Writing Project to target low performing students

Fund professional development TK-8 to support instructional practices, assessment, social-emotional well being, and curriculum implementation (i.e. SEL embedded ELA curriculum with differentiation strategies to meet the needs of low performing students).

Provide structured collaborative work time to focus on embedding strategies to meet the needs of low performing students. Collaborative planning time will occur two times per month with teacher groups. RTi, the counselor supporting students with SST's, and the Data Team will see each teacher group once per month to check progress and address needs.

Provide release days for the Data Team to set up early identification, selection, and intervention with students who are low performing. Substitutes will cover for teachers and the Data Team members while they meet.

Provide two summer planning days for the academic counselor at the daily rate.

Fund intervention services to support student to low performing students in reading, writing, and mathematics.

Purchase RTi curriculum and materials that are CCSS aligned and work with Montessori and PBL teaching philosophies and practices.

Provide after school math club with classroom teachers and after school writing club with a teacher and Writing Project Fellow to support low performing students in math and writing after evaluation, identification, and invitation.

Provide support to build classroom library/reader collections at DMCS: Our students who are low performing need more relevant and current books in their classroom libraries.

Provide a Montessori TOSA to coach Montessori style literacy, Montessori math, and Montessori manipulative tools to help with the integration of common core standards and Montessori practices. This TOSA will help teachers create individualized work-plans for differentiation, small group teaching, and low performing skill development in early elementary grades.

Administrative team support to focus on instruction, assessment, and professional development specifically to support our low performing students and unduplicated students.

Fund ELD specialist to maintain and refine our ELD program: We will be looking to purchase supplementary materials to support our English learners.

Support teachers in researching and learning effective ELD instructional methodologies, look at data and improve programming.

Provide translation support for parent communication to increase communication: We use apps and in person translation for conference and events to support all families in participating.

Provide a stipend for TK-8 ELD support, assessment, and training: This position is needed to track and progress monitor our English Learners. In addition, this position trains teachers in the ELPAC, and serves as the ELAC representative.

Site level administrative support to focus on supporting teachers in instruction, assessment and monitoring progress specifically for our unduplicated and identified student groups.

Psychologist services to support students in our unduplicated populations. Targeted outreach will be done to ensure these students needs are being met.

We know through our data that students in our unduplicated student group, as well as other at-risk groups, need more support academically, socially, and emotionally.

These decisions were based on several factors including research, best practices, and expert consultants. For each of our goals, we conducted relevant research and created strategies that included best practices for teachers, engaging learning strategies for students and data to support our decisions. Our work has included consultants and researchers who have proven results for success.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$205,701	xx%

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 following actions and services are principally directed towards supporting the growth and performance of our unduplicated and low performing students:

Provide targeted academic counseling through an academic counselor for grades TK-8: 75% position

Fund professional development TK-8 to support instructional practices, assessment, social-emotional well being, and curriculum implementation with differentiation strategies to meet the needs of unduplicated and low performing students.

Provide structured collaborative work time to focus on embedding strategies to meet the needs of unduplicated and low performing students. Collaborative planning time will occur two times per month with teacher groups. The Data Team will see each teacher group three times per year to check progress and address needs.

Provide release days for the Data Team to set up early identification, selection, and intervention with students who are low performing. Substitutes will cover for teachers and the Data Team members while they meet.

Fund intervention services to support unduplicated students and low performing students in reading, writing, and mathematics.

Provide after school math club with classroom teachers and after school writing club with a teacher and Writing Project Fellow to support unduplicated and low performing students in math and writing after evaluation, identification, and invitation.

Provide support to build classroom library/reader collections at DMCS: Our students who are low performing need more relevant and current books in their classroom libraries.

Administrative team support to focus on instruction, assessment, and professional development specifically to support our low performing students and unduplicated students.

Hire ELD specialist to create a new ELD program: We will be looking to purchase supplementary materials to support our English learners.

Support teachers in researching and learning effective ELD instructional methodologies, look at data and improve programming.

Provide translation support for parent communication to increase communication: We use apps and in person translation for conference and events to support all families in participating.

Provide a stipend for TK-8 ELD support, assessment, and training: This position is needed to track and progress monitor our English Learners. In addition, this position trains teachers in the ELPAC, and serves as the ELAC representative.

Site level administrative support to focus on supporting teachers in instruction, assessment and monitoring progress specifically for our unduplicated and identified student groups.

Psychologist services to support students in our unduplicated populations. Targeted outreach will be done to ensure these students needs are being met.

These decisions were based on several factors including research, best practices, and expert consultants. For each of our goals, we conducted relevant research and created strategies that included best practices for teachers, engaging learning strategies for students and data to support our decisions. Our work has included consultants and researchers who have proven results for success.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

A. Statewide assessments;

B. The 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	176,000.00	114,479.00	178,100.00	178,100.00	327,100.00	683,300.00
	0.00	0.00	0.00	0.00	0.00	0.00
General Fund	31,000.00	0.00	31,000.00	31,000.00	31,000.00	93,000.00
LCFF	145,000.00	114,479.00	147,100.00	147,100.00	216,100.00	510,300.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	0.00	0.00	0.00	0.00	80,000.00	80,000.00

* 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	176,000.00	114,479.00	178,100.00	178,100.00	327,100.00	683,300.00
	176,000.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	114,479.00	178,100.00	178,100.00	247,100.00	603,300.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	80,000.00	80,000.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	176,000.00	114,479.00	178,100.00	178,100.00	327,100.00	683,300.00
		0.00	0.00	0.00	0.00	0.00	0.00
	General Fund	31,000.00	0.00	0.00	0.00	0.00	0.00
	LCFF	145,000.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	General Fund	0.00	0.00	31,000.00	31,000.00	31,000.00	93,000.00
0000: Unrestricted	LCFF	0.00	114,479.00	147,100.00	147,100.00	216,100.00	510,300.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	0.00	0.00	0.00	80,000.00	80,000.00
Not Applicable		0.00	0.00	0.00	0.00	0.00	0.00
Not Applicable	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

* 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	92,000.00	67,438.00	92,000.00	92,000.00	253,000.00	437,000.00
Goal 2	30,000.00	42,591.00	32,000.00	32,000.00	32,000.00	96,000.00
Goal 3	23,000.00	3,120.00	23,100.00	23,100.00	11,100.00	57,300.00
Goal 4	31,000.00	1,330.00	31,000.00	31,000.00	31,000.00	93,000.00

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

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

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