

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): 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	The Learning Choice Academy		
Contact Name and Title	Debi Gooding Executive Director	Email and Phone	dgooding@learningchoice.org 619-463-6849

2017-18 Plan Summary

THE STORY

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

TLC is an independent study, academic program serving grades Transitional kindergarten through 12. Every TLC student enjoys the benefits of a personalized learning plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. TLC teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

TLC serves a unique student population because they have not been successful in the traditional school system. The focus of TLC is to improve student learning, offer a safe learning environment, and provide highly qualified faculty and staff to our student population. This infuses high expectations for each student and helps teachers become partners in the process of transforming the lives of students.

Mission Statement: To Empower students to reach their full potential by providing choice in education within collaborative triads of Parents, Students, and School.

Vision Statement: The Learning Choice Academy will be a 21st century personalized learning school supporting families who desire to achieve and exceed their individualized learning goals using comprehensive methods as they become globally informed citizens.

LCAP HIGHLIGHTS

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

The Learning Choice Academy is maintaining our focus on providing each and every student with the educational climate and support they need to be successful. TLC will improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready (Goal 1), TLC will provide safe and well-maintained facilities and positive learning climates and instructional practices that support the academic, social, emotional and physical needs of students (Goal 2), and Promote, foster, and develop parent connections through strong and effective communication and partnerships (Goal 3).

Students with disabilities, English learners, and students who are from low income, homeless or foster families will receive additional supports to help them reach their potential. Will offer extra tutoring, professional learning for Teachers and staff, and support in A-G and college/career readiness, Social/emotional support, and a safe school where learning can take place.

REVIEW OF PERFORMANCE

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

TLC is proud of the growth our 11th graders made in English 22.7 points and math 46.5 points. These 11th grade students completed our the first group to complete 3 years of the new integrated math courses and we will continue to offer this. English study groups have increased and incorporated more rigor and depth of knowledge throughout the course.

English learner progress has also risen 12.5 points and feel this is due to the extra EL tutoring groups as well at the extended English and Math classes given to all students.

0% Suspension rate is also an area TLC is proud of.

Participation in the PSAT 1.75% and SAT 3.6% has risen and for the first time this year we offered PSAT for 8th and 9th grade and had 41 students participate.

GREATEST PROGRESS

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

GREATEST NEEDS

English Learner students are orange in Language Arts and Math based on the state assessments. We will continue one-on-one tutoring, and will be adding additional benchmark testing throughout the year, which will drive supplemental support through specifically tailored curriculum and targeted online support. However, based the overall progress (CELDT and reclassification) our English Learners are in the blue

Special Education Students are in the red in Language Arts and Math based on the state assessments. TLC will continue one-on-one and/or group tutoring through SAI time. Will train aides to help SPED students through classroom assistance and tutoring outside of the classroom. TLC will be adding additional benchmark testing throughout the year, which will drive supplemental support through specifically tailored curriculum and targeted online support.

In order to improve our College and Career readiness indicator, TLC will work on adding more CTE courses and/or pathways for the following school year. We will offer ongoing PD in this area for teachers.

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

PERFORMANCE GAPS

TLC’s student with disabilities student group scored a 2 or more performance levels below the all student performance. TLC plans to continue to offer and increase tutoring, as well as increased academic benchmark testing, which will be directly correlated with targeted academic supplemental supports.

In addition, after reviewing the California schools dashboard’s college and career indicator measure, TLC noted that there needs to be a significant improvement in that area. In order to successfully improve this measure, TLC has adopted a new dual enrollment policy, added an additional CTE course, as well as increased the monitoring and tracking of students in CTE courses.

INCREASED OR IMPROVED SERVICES

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

TLC will improve its Teacher/Education Partner tutoring for students in areas of need.
TLC will increase on adding more career pathways for students, dual enrollment as community colleges as well as supporting students to complete A-G requirements.
EL support will increase at all sites for our EL students.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$7,737,092
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$100,114,000.00

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

General program core instruction and administration.
Facilities, maintenance & operations.

\$8,428,373	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016–17

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

Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase from 2015-16 the EL the re-designation rate by 2%
 Established baseline for CAASPP in both English and Math
 Increase from 2015-16 the percent students meeting the UC a-g requirements by 1%
 Increase the graduation rate for the Class of 2017 by 1%
 Maintain 100% sufficiency of standards-aligned instructional materials

ACTUAL

Our RFEP Students increased by 2.85%
 53% of students in English Language Arts scored at or above standard.
 28% of students in Math scored at or above standard.
 Increased A-G requirements by 8%
 Still aligning Integrated math added 2 this year.

ACTIONS / SERVICES

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

Action

1

Actions/Services

Offer support classes that are aligned to the ESL/ELD standards and tutoring outside of support classes for ELD and LTEL (long-term English Learners) students.

ACTUAL

Teachers have set aside office hours and times for one-on-one tutoring or group tutoring to help raise grades and RFEP status. Will continue this as it has proven to be successful.

	<p>Teachers will identify struggling students and have office hours for tutoring in areas of need.</p> <p>Maintain instructional aides for students who are identified academically struggling.</p>	<p>Aides work with teachers in the classroom to help teachers monitor and work with struggling students.</p>
<p>Expenditures</p>	<p>BUDGETED Title 1 -132,000 LCFF S/C - 500,000 teachers LCFF S/C -125,000 aides</p>	<p>ESTIMATED ACTUAL Instructional aides (Title I and S/C): \$182,419 LCFF Teachers: \$561,000</p>
<p>Actions/Services</p>	<p>PLANNED Academic counselor will oversee master agreements, meet with parents, teachers and students in 8th-12th to insure students have a 4-year plan that clearly articulates courses students will complete to meet district graduation/a-g requirements.</p> <p>Increasing the number of students taking PSAT, ACT, SAT for College and Career Readiness</p>	<p>ACTUAL Academic counselor has meet with 90% of students 8-12 Grades to insure that students have a 4-year plan that clearly articulates courses students will complete to meet district graduation/a-g requirements.</p> <p>Increased SAT by 2.8%, PSAT/NMSQT by 1.75%, and first year PSAT was offered for grades 8/9.</p>
<p>Expenditures</p>	<p>BUDGETED LCFF base - 40,000</p>	<p>ESTIMATED ACTUAL LCFF Counselor: \$36,000</p>
<p>Actions/Services</p>	<p>PLANNED Leadership team will insure that curriculum and materials used in teaching are aligned with current state standards.</p> <p>Additional curriculum for TK program</p> <p>PD for teachers in the Next Generation Science Standards (NGSS).</p>	<p>ACTUAL Curriculum for Integrated math 2 was purchased this year to align.</p> <p>Purchased new TK curriculum this year.</p> <p>Had NGSS PD this year for the new standards.</p>

Expenditures

BUDGETED
LCFF base -10,000

ESTIMATED ACTUAL
LCFF BTSA: \$16,000

Goal 2

TLC will provide safe and well-maintained facilities and positive learning climates and instructional practices that support the academic, social, emotional and physical needs of students.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Maintain or decrease annual dropout rate by 1%
 Facilities are in good repair and safe for all
 School Safety plans – all resource centers maintain safety plans and drills
 Decrease suspension rates
 Decrease expulsion rates.
 Establish a baseline for the number and types of services provided by staff focusing on social-emotional needs of students
 Increase the ADA rate from previous year by 10%
 100% teachers completing Year 1 and Year 2 of the BTSA Induction

ACTUAL

2.1% was the dropout rate
 Facilities are in good repair and we are finishing up with construction in Chula Vista.
 TLC had 0 suspension/expulsions this year.
 Still working on how to collect data on this. But due to the fact we have had 0 suspensions/expulsions and less bullying is due to the program.
 ADA has stayed the same.
 All teachers who were in the program have finished.

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

2

Actions/Services

PLANNED
Pilot a program to help support the health and social/emotional well-being of all students. Psych, and counselor

Establish collaborative relationship with school counselors and psychologists to assist teachers in study groups and parents at home.

Bus passes for low-income students to get to school.

ACTUAL
Trained staff in social/emotional program for students. More students are attending on site groups and there has been less suspension and bullying at school.

Psychologist has not been able to do groups as wanted due to participation numbers. Next year we are going to try different groups and open it to all students and have it once a month with a specific topic.

About 2% of our students utilize bus passes for transportation to and from school. Will continue next year.

Expenditures

BUDGETED
LCFF Supp/Conc. - 45,000

Trans. - 5,000

ESTIMATED ACTUAL
Transportation: \$75
LCFF Teachers: \$42,000

Actions/Services

PLANNED
Recruit, hire, and train effective staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff.

Support teachers needing to add credential authorizations or clear credential in order to be Highly Qualified BTSA program

Build teacher and site leadership capacity for effective engagement in professional collaborations such as Professional Learning Communities (PLC) including data analysis, use of evidence-based instructional practices and intervention strategies for struggling students.

Provide bilingual staff to promote effective engagement and communications for EL

ACTUAL
Welcoming school climate is still something that we are working on at some sites more then others. We will continue to give support where needed.

All 6 teachers passed and finished their BTSA training successfully this year. Will continue to support new teachers.

Have started adding department leads for grades or subjects to help facilitate PLC's and student improvement and engagement.

Bilingual staff has started putting flyers and surveys in both languages for better communication with parents who don't speak or read English.

Our ADA has not really changed, we will work on possible strategies to help retain students and not have such a

<p>parents and families. (Bilingual office mang.)</p> <p>Provide training and updates to ensure well-trained and informed staff for retention of ADA</p> <p>Community out reach and advertisement to increase ADA</p>	<p>transient population.</p> <p>Out reach in the community for our school activities was about the same as last year. Advertisement to increase ADA sis not happen as planned so we will work on this the following school year.</p>
<p>BUDGETED</p> <p>LCFF base - 60,000</p> <p>Title II, LCFF base - 20,000</p> <p>LCFF Base - 51,000</p> <p>LCFF Base - 51,000</p> <p>LCFF Base - 8,500</p> <p>10,000</p>	<p>ESTIMATED ACTUAL</p> <p>Instructional Professional Development & BTSA (PD and LCFF): \$53,582</p> <p>LCFF Curriculum Lead: \$73,897</p>
<p>PLANNED</p> <p>Assure that school safety is a priority and is monitored by school staff.</p> <p>Provide training and updates to ensure well-trained and informed staff</p> <p>Provide for clean and inviting schools, well-maintained and in good repair.</p>	<p>ACTUAL</p> <p>School safety is our number one priority to our students. We have piloted a safety officer as one of our sites and have trained him to train other staff in safety protocols. Revise the safety plan yearly.</p> <p>Always provide clean and inviting schools, well-maintained and in good repair</p>
<p>BUDGETED</p> <p>LCFF Base - 65,000</p>	<p>ESTIMATED ACTUAL</p> <p>LCFF Site Improvements: \$65,000</p>

Expenditures

[Actions/Services](#)

Expenditures

Goal 3

Promote, foster, and develop parent connections through strong and effective communication and partnerships.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase the number of parent contacts through, calls, emails, or social media calls to provide parent information about school events or solicit feedback by 5%

Increase the number of parents participating in workshops by 5%

ACTUAL

74% of our parents use parent square for information on events.

20% of our parents attended at least one workshop this year.

ACTIONS / SERVICES

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

Action

3

Actions/Services

PLANNED

Increase the opportunities parents have to participate in educational workshops on areas of interest.

Provide training for parents of students who are struggling academically. Survey parents on when is the best day/time to help parents succeed.

ACTUAL

Low participation is still an issue with our parents. Will use survey to guide next years parent participation in workshops or activities.

14% of our parents attended at least one workshop this year.

Expenditures	<p>BUDGETED LCFF base - 67,000</p>	<p>ESTIMATED ACTUAL Parent Outreach and Support (LCFF and Title I) \$66,000</p>
Actions/Services	<p>PLANNED College and career readiness information, including entrance requirement, financial aid and career pathways</p>	<p>ACTUAL College and career readiness has been successful with field trips to colleges, more students taking the PSAT, SAT tests, more students applying for FSSA and 8-12 graders meeting with the academic counselor at least twice a year. We have one solid CTE pathway with PLTW and will be adding more through the year.</p>
Expenditures	<p>BUDGETED LCFF base - 34,000</p>	<p>ESTIMATED ACTUAL College Readiness (LCFF) \$28,000</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>Most actions and services were implemented with fidelity and were found to be effective. Statistically speaking, we identified the implementation of tutoring in mathematics and the addition of math support classes as a primary catalyst helping raise our math scores in 11th grade. Classroom observations indicated more teachers are effectively implementing common core and the next generation science standards. Some strategies were implemented, but were not as successful. Those are currently being re-evaluated for the coming year.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>The increase in English by 6.2 points and Math 3.5 points by our 3-8 graders and English 22.7 points and math 46.5 points by our 11th graders. There was also in overall percentage increase in the number of students who scored at or above standard in both English and math. We will continue with the roll out of our integrated math series and adopt a 3rd year of integrated math.</p> <p>There is still a need to raise test scores in student groups. TLC has adopted the NWEA MAP test to help identify each student's target areas of academic need.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>No material differences</p>
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.	<p>The goals will remain the same or modified slightly. Changes will be made to the extended tutoring data collection and teachers will be offering 8 office hours to tutor students who are identified at-risk students.</p>

Stakeholder Engagement

LCAP Year

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?

May-June 2017 survey to parents, students and staff.

May-June 2017 school wide professional development that detailed the 8 priorities of LCAP. School staff provided feedback on the 8 LCAP priorities.

June 2017 school board conducted public meeting to review LCAP 16-157and 8 priority areas and discuss new goals for 17-18.

June 14, 2017 Board of directors approved LCAP

Surveys results from parents, students and staff are reported out at board meetings over the summer.

TLC has considered all feedback during the development of the LCAP. As a result we have identified the need for classroom aids and extra tutoring in math and secondary sciences; English support for our EL students to help increase math and ELA scores. TLC will also pilot a 3 day a week support class at one of our sites to help increase enrollment and student success.

Leadership Team meetings and increase student assessment evaluations.

In the annual update, TLC will continue to actively seek the involvement of all stakeholders to support improved outcomes for all pupils related to the state priorities.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Parents liked the availability and choice of instructional materials and supplemental materials

Parents like the extra tutoring given to students TLC will increase tutoring times from Teachers/EP's through out the year. Expansion of targeted support services for EL and low Income students

Parents like the communication through parent square and peach jar for forms.

Parent trainings – only 20% of parents attended workshops and on the survey 138 responded and 30% are not interested. We will offer trainings to parents in our top 3 responses.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 1

Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

To increase Student academic achievement

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18		
Increase from 2016-17 the EL the re-designation rate by 2%	11% Student Redesignated FEP rate	Will increase RFEP students by 2%		
ELA – scores will increase by 2% for all students; student groups scoring below the LEA average will show an increase of more than 2%. Math - scores will	15-16 percent meeting standard or above in ELA for all students = 53% 15-16 percent meeting standard or above in Math for all students = 28%	4% of all students at achieving standards or better in ELA and 4% for math.		

increase by 2% for all students; student groups scoring below the LEA average will show an increase of more than 2%.				
Increase from 2016-17 the percent students meeting the UC A-G requirements by 1%	A-G completion rate is 7.8%	Will increase UC A-G requirements by 3%		
Increase the graduation rate for the Class of 2018 by 1%	Graduation rate is 80.9%	Will increase graduation by 2%		
Maintain 100% sufficiency of standards-aligned instructional materials	100% fully credentialed and appropriately assigned teachers, 100% access for students to standards aligned instructional materials.	Adding integrated math 3		

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>-Offer support classes that are aligned to the ESL/ELD standards and tutoring outside of support classes for ELD and LTEL (long-term English Learners) students.</p> <p>-Will adopt NWEA and Edgenuity tutoring to help students who are struggling in English and math.</p> <p>-Teachers will identify struggling students and have office hours for tutoring in areas of need and use contact manager to track times met.</p> <p>-Maintain instructional aides for students who are identified academically struggling.</p>	<p>-Academic counselor will oversee master agreements, meet with parents, teachers and students in 8th-12th to insure students have a 4-year plan that clearly articulates courses students will complete to meet district graduation/a-g requirements.</p> <p>-Increasing the number of students taking PSAT, ACT, SAT for College and Career Readiness</p>	<p>-Leadership team will insure that curriculum and materials used in teaching are aligned with current state standards. And will establish new career pathways for our students. Addition of integrated 3 math.</p> <p>-PD for teachers in the NEWA and Edgenuity and continue PD for all teachers and staff through CCSA, CSDC, and APlus, CABA conferences.</p>

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BUDGETED EXPENDITURES

2017-18

Amount	\$81,000.	Amount	\$14,450.00	Amount	\$38,735.52
Source	Edgenuity (curriculum)	Source	NWEA (curriculum)	Source	Curriculum
Budget Reference		Budget Reference		Budget Reference	

New

Modified

Unchanged

Goal 2

TLC will provide safe and well-maintained facilities and positive learning climates and instructional practices that support the academic, social, emotional and physical needs of students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

All students are successful and feel safe when at resource centers

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18		
Maintain or decrease annual dropout rate by 1%	Annual dropout rate is 2.1%	Maintain or decrease annual dropout rate.		
Facilities are in good repair and safe for all	Will complete walk around monthly to insure facilities are safe for all.	Keep track of repairs and walk around.		
School Safety plans – all resource centers maintain safety plans and drills	Safety plans are revised by October and monthly drills are held.	Have safety plans updates and schedule of drills by Oct. 2017		
Decrease suspension/expulsion rates	Current suspension and expulsion rate are 0%.	Will maintain in Blue		
Establish a system for recording the number	Establish a system of collecting data for decrease	Will continue with the Sanford Harmony		

and types of services provided by staff focusing on social- emotional needs of students	in bullying and suspension/expulsion rates.	social/emotional program		
100% teachers completing Year 1 and Year 2 of the BTSA Induction	100% of our teachers completed BTSA for the 16-17 school year.	Have 1 SPED teacher this year to complete BTSA		
Increase the Enrollment/ADA rate from previous year by 10%	15-16 P2 enrollment was 959.03 and 16-17 P2 was 959.03, no change.	Will increase enrollment 10% through flyers, internet advertisement, new website, new logo		

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 **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Continue social/emotional program to help support the health and social/emotional well-being of all students. Psych, and counselor</p> <p>Establish collaborative relationship with school counselors and psychologists to assist teachers in study groups and parents at home.</p> <p>Bus passes for low-income students to get to school.</p>	<p>Continue to recruit, hire, and train effective staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff.</p> <p>Support teachers needing to add credential authorizations or clear credential in order to be Highly Qualified BTSA program</p> <p>Build teacher and site leadership capacity for effective engagement in professional collaborations such as Professional</p>	<p>Assure that school safety is a priority and is monitored by school staff.</p> <p>Provide training and updates to ensure well-trained and informed staff</p> <p>Provide for clean and inviting schools, well-maintained and in good repair.</p>

Learning Communities (PLC) including data analysis, use of evidence-based instructional practices and intervention strategies for struggling students.

Provide bilingual staff to promote effective engagement and communications for EL parents and families. (Bilingual office manager)

Provide training and updates to ensure well-trained and informed staff for retention of students/ADA

Community out reach and advertisement to increase enrollment/ADA

BUDGETED EXPENDITURES

2017-18

Amount	\$2000.00	Amount	\$10,000/\$3000.00	Amount	\$30,000
Source	Bus passes	Source	Instructional staff PD/BTSA	Source	Construction
Budget Reference		Budget Reference		Budget Reference	

New

Modified

Unchanged

Goal 3

Promote, foster, and develop parent connections through strong and effective communication and partnerships.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18		
Provide information regarding school events and important topics through Parent Square, and social media	52% use Facebook and 74% use parent square.	Increase use for Facebook and parent square by 2%		
Provide documents in home language	Will have parent square information and parent survey in Spanish.	Prepare documents in Spanish		
Provide parent multiple opportunities to attend workshops or individual training on areas of interests or need	14% of parents attended workshops.	Increase parent participation by 2%		

PLANNED ACTIONS / SERVICES

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

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2017-18	2017-18
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Increase the opportunities parents to attend workshops or individual training on areas of interests or need Survey parents on when is the best day/time to help parents succeed.	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged College and career readiness information, including entrance requirement, financial aid and career pathways	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged Increase participation in Parent/Student/staff survey.

BUDGETED EXPENDITURES

2017-18	2017-18	2017-18
Amount \$67,000. Source Complete by staff EL coordinator, academic counselor, and	Amount \$25,000 Source PLTW cost	Amount \$2,500. Source Survey monkey

curriculum staff. Parent square
cost

Budget
Reference

Budget
Reference

Budget
Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18

Estimated Supplemental and Concentration Grant Funds:

\$677,320

Percentage to Increase or Improve Services:

9.05 %

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 Learning Choice Academy's percentage of unduplicated pupils is 54%, and the increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). We are expending these funds in the LCAP year to fund the actions and services described in Section 3B below. As our unduplicated percentage exceeds 40%, we have chosen to provide services to these pupils through a schoolwide/districtwide spending plan, although certain aspects of the actions and services are targeted in nature.

Teachers will offer on site 1 day per week supplemental tutoring services on a drop in basis. These activities will target the unduplicated count students and any student struggling academically. Total cost is 1 day per week of Certificated Teachers \$500,000

Three Instructional aides provide tutoring and classroom support for academically students. Total costs are expected to be \$75,000

Our minimum proportionality percentage is 9.05% and the increased and improved services provided in this LCAP year for our unduplicated pupils exceed this minimum threshold. The increased and improved services that allow us to exceed this target include but are not limited to a new Curriculum, a High School Guidance Counselor to help facilitate college paths, non-class day tutoring in core content areas, increased participation in PSAT, SAT and ASVAB by providing payment vouchers and multiple testing sites, bus passes for transportation to and from school for unduplicated pupils.

