

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
The Learning Choice Academy – East County	Debi Gooding, Executive Director	dgooding@learningchoice.org 619-463-6849

2017-20 Plan Summary

The Story

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

The Learning Choice Academy – East County (TLC-EC) is an independent study public charter school that is scheduled to open Fall 2019 to serve grades TK-12. TLC-EC will serve a unique population that has not been successful in the traditional public school system. The focus of TLC-EC is to improve student learning, offer a safe learning environment, and prepare students for College and Career through a flexible learning environment.

The ultimate focus of the “Personalized Learning” instructional model is student achievement. Students will master the core subjects of reading/language arts, mathematics, science and social studies through a challenging curriculum that meets CCSS and will be prepared to excel on the California state assessments. Students will also be given opportunities for enrichment in Visual and Performing Arts, Physical Education, and a variety of other elective subjects.

Every TLC-EC student will have a Personalized Learning Plan (which consists of both the TLC-EC Master Agreement for Independent Study and the monthly Student Assignment and Work Record) and an entire team of experts (including a Parent or other Parent/Teacher, a California-credentialed teacher, and multiple curriculum specialists) committed to the student’s successful fulfillment of that plan. TLC-EC brings out the best in every student through Personalized Learning.

TLC-EC will be a learning community that connects students, educational partners, and families through face-to-face interaction. TLC-EC students and their families can count on sophisticated support for their curriculum, special education, and learning management needs, so that their focus on achievement need never waver. TLC-EC shall serve students in grades K-12 throughout San Diego and adjacent counties.

TLC-EC is tailor-made for a diverse array of children who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education or who have opted for a multiple learning environment; children who are homebound due to illness or disability; “exceptional” children who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

MISSION & VISION

Our mission statement is to “To empower students to reach their full potential by providing choice in education within collaborative triads of parents, students, and school.”

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 – East County is a newly established charter school scheduled to open fall 2019. Our school has developed the following 3 LCAP Goals that support our school’s mission, vision and the 8 State Priorities.

- **Goal #1:** Continue to develop (and train staff) on an infrastructure to use multiple forms of student/schoolwide data and assessments to inform instructional decisions, implementation of evidence-based intervention services/programs; challenge students academically, and measure program efficacy, in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups in order to prepare all students to be College and Career Ready (CCR).

- **Goal #2:** Provide all students with high quality instruction using research-based pedagogical strategies and rigorous standards-aligned curriculum, through the integration of technology that meets the diverse

learning needs (ELL, SPED, SED) of our students, and to prepare all students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing Global world.

- **Goal #3:** Engage parents, families, and members of the community as partners through education to support student academic achievement and provide a safe, supportive, welcoming inclusive, and positive learning environment.

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

Not Applicable. TLC-EC will open Fall 2019.

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

Not Applicable. TLC-EC will open Fall 2019.

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

Not Applicable. TLC-EC will open Fall 2019.

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.

Not Applicable

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.

Not Applicable

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.

Not Applicable.

Annual Update

TLC – East County is a newly established charter school scheduled to open Fall 2019.

LCAP Year Reviewed: 2018-19

Goal 1

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected

Actual

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Actions / Services

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

The Learning Choice Academy engaged and involved stakeholders in the 2018-19 LCAP Annual Update, and development of the 2019-20 LCAP Goals, Actions & Services. The school's Administrative Team met with staff (which included teachers, SPED Team, paraprofessionals, EL Specialist), parents, students and board members to discuss and plan the needs of our students. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, in addition maximizing resource allocation.

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
Aug. 23, 2018	Staff	LCAP: Student Engagement, attendance, testing outcomes from CAASPP	Staff meeting
Aug. 27-31, 2018	Parents & Staff	LCAP: Student Engagement, Student Achievement	Parent meetings
September 5, 2018	Parents & Staff	LCAP Goals	School Site Council (SSC)
Sept. 17, 2018	SPED staff	LCAP: Student Engagement (PIR)	SPED Staff meeting
Oct. 1, 2018	Staff	LCAP: restorative practices training/Student engagement (PLC's)	Staff meeting/training
Oct. 1-5, 2018	Parents & Staff	LCAP: Student Engagement, Student Achievement	Parent meetings
Oct. 8, 2018	Staff	LCAP: restorative practices training/Student engagement (PLC's)	Staff meeting/training
Oct. 12, 2018	Parents & Staff	LCAP: EL parents want for student engagement and training.	ELAC meeting
Oct. 22, 2018	SPED staff	LCAP: Student Engagement (PIR)	SPED Staff meeting
Nov. 5, 2018	Staff	LCAP: Goals and student engagement	Staff
Nov. 13-16, 2018	Parents & Staff	LCAP: Student Engagement, Student Achievement	Parent meetings
Nov. 30, 2018	Parents & Staff	LCAP: Student Engagement, importance of attendance	ELAC meeting
Dec. 3, 2018	Staff	LCAP: restorative practices training	Staff meeting/training
Dec. 5, 2018	SPED staff	LCAP: Student Engagement (PIR)	SPED Staff meeting
Dec. 17, 2018	Staff	LCAP: Student Engagement (PLC's) math training	Staff meeting/training
Jan. 14, 2019	Staff	LCAP: review testing outcomes and student engagement, graduation	Staff
Jan. 14-18, 2019	Parents & Staff	LCAP: Student Engagement, Student Achievement	Parent meetings
Jan. 28, 2019	SPED staff	LCAP: Student Engagement (PIR)	SPED Staff meeting
February 13, 2019	Parents & Staff	LCAP: Student Engagement & After-school program intervention	School Site Council (SSC)

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
Feb.20, 2019	Parents & Staff	LCAP: CELT scores, Student engagment, Parent input, reclassification	ELAC meeting
Feb. 25-28 and Mar 1, 2019	Parents & Staff	LCAP: Student Engagment, Student Achievement	Parent meetings
March 11, 2019	SPED staff	LCAP: Student Engagement (PIR)	SPED Staff meeitng
March 18, 2019	Staff	LCAP: Student engagement (go over data), tutoring time, resources for students	Staff
March 25, 2019	Staff	LCAP: Student Engagement (PLC's) math training	Staff meeting/training
March 27, 2019	Parents & Staff	LCAP Goals, CSI Identifciation & CSI Grant Funds Needs Assessment	School Site Council (SSC)
April 8, 2019	Staff	LCAP: Student Engagement (PLC's) math training	Staff meeting/training
April 8-12, 2019	Parents & Staff	LCAP: Student Engagement, Student Achievement	Parent meetings
April 29, 2019	Staff	LCAP: Student Engagement, Student Achievement	Staff
May 20, 2019	Staff	LCAP: Student Engagement, Student Achievement, surveys from student and parents wants and needs	Staff
May 20, 2019	SPED staff	LCAP: Student Engagement (PIR)	SPED Staff meeitng
June 5, 2019	Parents & Staff	Analysis of Student Achievement & LCAP AMO's	School Site Council (SSC)
June 13, 2019	Staff, parents, stakeholders	Public meeting and vote of LCAP 2019-20	Board Meeting

Impact on LCAP and Annual Update

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

Majority of input from parents was through our survey or parent meetings with their EP. TLC-EC has considered all feedback during the development of the LCAP. As a result we have identified the need for extra tutoring time in Math, ELA and higher sciences. English support for our EL students in math and writing. Students with Disabilities to help increase Math scores. Have extended the program to a 3 day for extra support in academics.

- Will offer parent trainings in areas of student achievement, motivation, computers, and many more.
- Marketing and outreach to increase enrollment
- Parents are satisfied with and would like to continue the diverse selection of curricular, instructional and supplemental materials.
- Parents want to continue tutoring of students after school or on a non-class day. Parents like the website and parent square for communication.
- Parents would like lunch services to be provided.
- Parents would like more training in many areas.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Goal

Goal 1

Provide all students with high quality instruction using research-based pedagogical strategies and rigorous standards-aligned curriculum, through the integration of technology that meets the diverse learning needs (ELL, SPED, SED) of our students, and to prepare all students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing Global world.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,7,8

Local Priorities: 1,2,7

Identified Need:

There is a need to strengthen pedagogical strategies to address the diverse learning needs of our students who have significant learning gaps. In order to accomplish this, our school will provide all teachers with a robust evidence-based professional development program and provide ongoing coaching and support.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of Teachers who are appropriately	N/A	N/A	N/A	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																								
credentialed & assigned: 100%																												
% of students with access to standards aligned instructional materials: 100%	N/A	N/A	N/A	100%																								
Implementation of the Academic Content Standards will improve to “full implementation (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for EL, as measured by the Local Indicator rubric.	N/A	N/A	N/A	<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>5</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>MATH</td> <td>5</td> </tr> <tr> <td>NGSS</td> <td>4</td> </tr> <tr> <td>HISTORY</td> <td>4</td> </tr> <tr> <td>CTE</td> <td>3</td> </tr> <tr> <td>HEALTH</td> <td>2</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>5</td> </tr> <tr> <td>VAPA</td> <td>5</td> </tr> <tr> <td>WORLD LANG.</td> <td>5</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2019-20	ELA	5	ELD	4	MATH	5	NGSS	4	HISTORY	4	CTE	3	HEALTH	2	PHYSICAL ED.	5	VAPA	5	WORLD LANG.	5
OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS																												
	2019-20																											
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HEALTH	2																											
PHYSICAL ED.	5																											
VAPA	5																											
WORLD LANG.	5																											
% of students including Unduplicated Pupils and Students with Disabilities, with access to and enrolled in a broad course of study: 100%	N/A	N/A	N/A	100%																								
%of grade 5 students who meet 6 of 6 Healthy Fitness Zones (HFZ) on the Fitnessgram:	N/A	N/A	N/A	Will develop annual growth targets once baseline results are reported.																								
%of grade 7 students who meet 6 of 6 Healthy Fitness Zones (HFZ) on the Fitnessgram:	N/A	N/A	N/A																									
%of grade 9 students who meet 6 of 6 Healthy Fitness Zones (HFZ) on the Fitnessgram:	N/A	N/A	N/A																									

Planned Actions / Services

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFF TO SUPPORT SCHOOL'S PROGRAM

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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TLC-EC will employ 17 teachers that are appropriately credentialed and assigned, an Executive Director and Assistant Director .

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$1,517,944
Source			Base
Budget Reference			1000's-3000's Salaries and Benefits Teachers, Executive Director, Assistant Director

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PROFESSIONAL DEVELOPMENT

TLC-EC will provide all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and

2017-18 Actions/Services

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2018-19 Actions/Services

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2019-20 Actions/Services

<p>targeted to meet the needs of our students. The focus this year will primarily include the following topics:</p> <ul style="list-style-type: none"> • NWEA MAP • Edgenuity/Compass Learning • Discovery Education • New Social Studies adoption • ELD Standards • CCSS Math • Accommodations & Modifications for SWD <p>In addition, members of our staff will be provided with the opportunity to attend conferences, and workshops that include:</p> <ul style="list-style-type: none"> • SDCOE Workshops • ELPAC Institute • CAASPP Institute

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$14,027 \$3,186 \$6,407

Year	2017-18	2018-19	2019-20
Source			Title II Base
Budget Reference			5200 Travel and Conferences 5210 Mileage 5300 Dues and Memberships

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):

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS:
TLC-EC provides all students with a rigorous standards-aligned college preparatory

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<p>educational program. Most of our students will be first generation college students, therefore our school has implemented the following to ensure all students are college/career ready:</p> <ul style="list-style-type: none"> • All HS students will have access to meet with their College Counselor • UC A-G approved course list • HS Graduation Project: Community Service project aligned with college/career goals • Internship opportunities • College Course Credit (formerly concurrent enrollment) – off site • All students Gr 11-12 will take SAT/ACT • All students Gr. 8-11 will take the PSAT • CTE Pathway: PLTW • College Center: led by the Counselor • College Campus Tours: 3 day (Summer) • CA CareerZone – career planning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$37,386 (College Counselor) \$53,482
Source			LCFF S&C: College Counselor

Year	2017-18	2018-19	2019-20
			Base
Budget Reference			1000's-3000's Salaries and Benefits College Counselor 4310 Instructional Materials

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

CORE CURRICULUM TO BE PURCHASED:
Every student will have access to standards-aligned curriculum. TLC-EC will purchase the following curriculum:

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

[Empty box for 2017-18 Actions/Services]

[Empty box for 2018-19 Actions/Services]

- Consumables for all core subjects
- Social Studies and/or science

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$33,482
Source			Base
Budget Reference			4310 Instructional Materials

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

New Goal

Goal 2

Develop (and train staff) on an infrastructure to use multiple forms of student/schoolwide data and assessments to inform instructional decisions, implementation of evidence-based intervention services/programs; challenge students academically, and measure program efficacy, in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups in order to prepare all students to be College and Career Ready (CCR).

State and/or Local Priorities addressed by this goal:

State Priorities: 4,5,6

Local Priorities:

Identified Need:

There is a need to use data to measure student progress, measure program efficacy and identify the academic, social-emotional and/or behavioral needs of our students as part of our MTSS Implementation.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on ELA CAASPP Distance from Standard (DFS)	N/A	N/A	N/A	Baseline
Annual Growth on MATH CAASPP Distance	N/A	N/A	N/A	Baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
from Standard (DFS)				
CA Science Test (CAST): GRADE 5: Spring 2019 CAST results will serve as a baseline	N/A	N/A	N/A	Baseline
CA Science Test (CAST): GRADE 8: Spring 2019 CAST results will serve as a baseline	N/A	N/A	N/A	Baseline
CA Science Test (CAST): GRADE 12: Spring 2019 CAST results will serve as a baseline	N/A	N/A	N/A	Baseline
% of Students who complete UC A-G:	N/A	N/A	N/A	Baseline
% of Student who completed CTE Pathway	N/A	N/A	N/A	Baseline
% of EL who progress in English Proficiency as measured by ELPAC (Summative)	N/A	N/A	N/A	Baseline
Increase English Learner reclassification rate as measured by ELPAC (Summative)	N/A	N/A	N/A	Baseline
% of students who pass AP Exams (3+):	N/A	N/A	N/A	Baseline
% of students “Prepared” for College as measured by ELA EAP:	N/A	N/A	N/A	Baseline
% of students “Prepared” for College as measured by Math EAP:	N/A	N/A	N/A	Baseline
Increase Attendance Rates by 0.5%	N/A	N/A	N/A	Baseline
Decrease Chronic Absenteeism rates by 2%	N/A	N/A	N/A	Baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reduce MS Dropout rate:	N/A	N/A	N/A	Baseline
Decrease HS Dropout Rates 0.5%	N/A	N/A	N/A	Baseline
Increase HS Graduation Rates by 1%	N/A	N/A	N/A	Baseline
Maintain Suspension Rate: <2%	N/A	N/A	N/A	Baseline
Maintain Expulsion Rate: <1%	N/A	N/A	N/A	Baseline

Note:

TLC-East County is scheduled to open Fall 2019. All required metrics for 2019-20 will serve as a baseline.

Planned Actions / Services

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

MULTIPLE TYPES OF ASSESSMENTS:
TLC-EC staff will implement multiple types

2017-18 Actions/Services

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2018-19 Actions/Services

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2019-20 Actions/Services

of assessments, in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- **NWEA MAP: ELA/Math Gr TK-11**
- Running Records: Learning A-Z
- Kindergarten Readiness Assessment
- Math Summative Assessment
- Writing Prompts various genres: Gr 6-12
- WRITE Institute Writing Assessments Gr. K-5

In addition, our students will be administered the following state-mandated assessments:

- ELPAC: Initial & Summative for EL
- CAASPP ELA & Math: Gr. 3-8, 11
- CA Science Test: 5, 8, HS
- Physical Fitness Test: Gr. 5,7,9

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$10,000 \$2,437
Source			S & C (Instructional materials & Incentives)
Budget Reference			4310 Instructional Materials 4330 Student Incentives and Events

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):

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS:
The Leadership Team will review and revise the EL Master Plan to align with the ELPAC;

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<p>CDE/SBE Reclassification criteria, and ELD curriculum (in order to ensure that all ELs receive appropriate, adequate and targeted designated and integrated ELD instruction across all grade levels. The EL Coordinator will provide professional development (SDAIE, GLAD) and model lessons for teachers.</p> <p>The EL Coordinator will administer the ELPAC, in charge of reclassification, provide support for Newcomers, and provide after-school support for EL. Read Naturally will be purchased for EL.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$42,938 \$183,685
Source			Base
Budget Reference			1000's- 3000's Salaries and Benefits EL Coordinator Instructional Assistants

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):

Students with Disabilities

All Schools

OR

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

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

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS:
 TLC – EC’s SELPA Provider is the El Dorado Charter SELPA. The **RSP Teacher/SPED**

2017-18 Actions/Services

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2018-19 Actions/Services

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2019-20 Actions/Services

<p>Coordinator will be responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing and contracted services. TLC-EC's program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional Assistants and support staff.</p> <p>Our RSP Teacher/SPED Coordinator and/or SELPA Provider will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality rigorous instruction for students with disabilities.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$258,109 \$220,381 \$140,458
Source			SPED
Budget Reference			1000's-3000's Salaries and Benefits Sped Staffing Resource Specialist and Admin 5100 Sub agreements and Contracts

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

SUPPORTS:

TLC-EC will align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps.

Our students work from home on Mondays; attend classes on Tuesday – Thursday.

Teachers provide small group and one-on-one instruction on Fridays. The Instructional Assistants also provide academic support and intervention.

Math support will be provided on Wednesdays since onsite instruction takes place Tuesdays and Thursdays.

Students in MS/HS will receive 4 hours of Math instruction per week in addition to support at home.

Our students will have access to:

- Edgenuity/Compass Learning for ELA & Math Gr. K-11
- iXL Math

ELA Support for HS: will receive 4 hours of

2017-18 Actions/Services

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2018-19 Actions/Services

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2019-20 Actions/Services

instruction weekly with support/tutoring on Fridays. For MS: students will receive 2 hours/week.
 Online tutors (Grand Slam) are also available for students in grades 5-12.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$10,000
Source			S & C: Edgenuity, iXL Math
Budget Reference			4310 Instructional Materials

Action 5

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

Students to be Served:

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

Location(s):

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

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, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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SUPPORT/INTERVENTION:

TLC-EC is in the planning phase of MTSS using SWIFT Tools. Our school has implemented Restorative Practices schoolwide; and provides resources to families (Mental Health America). The **Dean of Students** and **Counseling Interns** provide social-emotional counseling. Our school will contract services from a **Psychologist** when needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$39,515 \$41,716
Source			S & C: Assistant Director of Student Services & Psychologist (Gen Ed)
Budget Reference			1000's-3000's Salaries and Benefits Assist. Director of Student Services Psychologist

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

TECHNOLOGY
TLC-EC will purchase the following technology devices that support the school's

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<p>educational program and model:</p> <ul style="list-style-type: none"> • Chromebooks • PC for PLTW • Ipads • Projector • Laptops for staff • Network upgrades: Wifi access • Contract IT services: Filemaker • Licenses for Microsoft Software • Website costs • Technology Coordinator

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$37,951 \$20,734 \$7,548 \$21,359 \$617
Source			Base

Year	2017-18	2018-19	2019-20
Budget Reference			1000's-3000's Salaries and Benefits Technology Coordinator 5920 Telecom & Intercom 4400 Non-Capitalized Equipment 5800 Professional/Consulting Services 5940 IT Services

Action 7

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

Students to be Served:

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

Location(s):

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

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, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

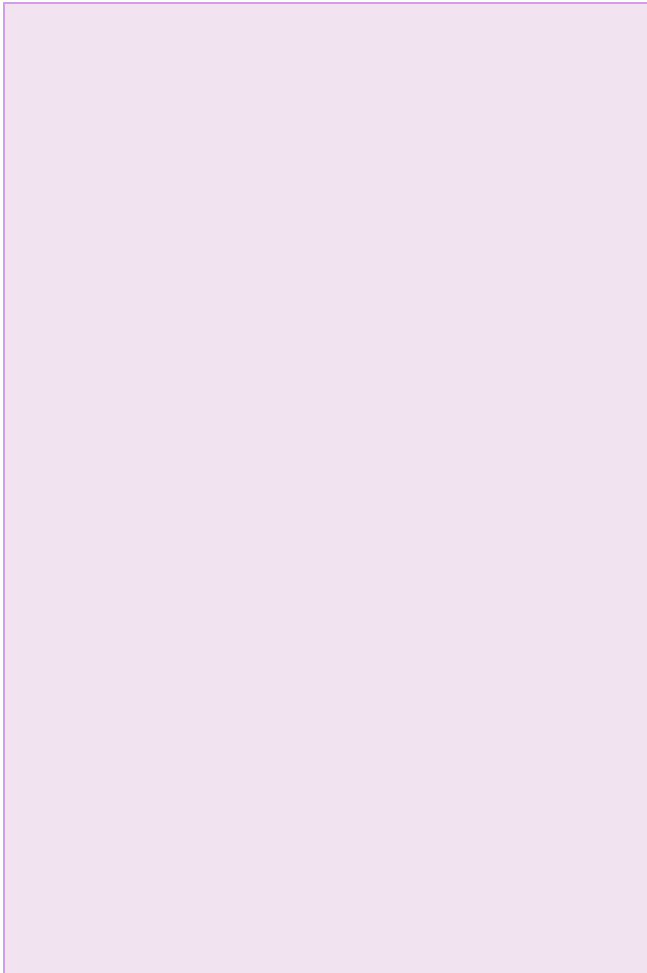
2019-20 Actions/Services

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services



SCHOOL ENVIRONMENT:

TLC-EC’s educational program will provide all students with an engaging learning experience, and a safe, positive school climate and learning environment through the implementation of the following:

- Students will participate Project Showcase: End of Year
- Students will participate in competitions (ex. Sea Perch ROV)
- Host Clubs/Organizations
- 6th grade Camp
- Voucher for Elective Units (can be used for enrichment)
- Provide bus passes for homeless, foster youth, low-income students
- Host schoolwide events: culture-building, anti-bullying
- Star Jaguars (Character Traits)
- East Coast Trip: MS

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Year	2017-18	2018-19	2019-20
Amount			\$110,493 \$10,000
Source			Base
Budget Reference			5880 Instructional Consultants 4310 Student Instructional Materials

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

New Goal

Goal 3

Engage parents, families, and members of the community as partners through education to support student academic achievement and provide a safe, supportive, welcoming inclusive, and positive learning environment. (Aligns with WASC Action Plan 3-4)

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,6
Local Priorities: 3,6

Identified Need:

There is a need to engage parents through communication and education to improve student academic outcomes, school connectedness and safety.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Administer TLC Building Checklist annually:	N/A	N/A	N/A	Good
Parents will have input in decision-making (including Unduplicated students, and Students with Disabilities: School Site Council (SSC): Outcome Met	N/A	N/A	N/A	Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Provide opportunities for parent participation for families including Unduplicated students, and Students with Disabilities: Outcome Met	N/A	N/A	N/A	Met
Increase participation rate on parent survey on the sense of safety and school connectedness.	N/A	N/A	N/A	Survey results will serve as a baseline
Increase participation rate on student survey on the sense of safety and school connectedness.	N/A	N/A	N/A	Survey results will serve as a baseline
Increase participation rate on staff survey on the sense of safety and school connectedness.	N/A	N/A	N/A	Survey results will serve as a baseline

Planned Actions / Services

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:
In order to promote and elicit parent input

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

[Empty box for 2017-18 Actions/Services]

[Empty box for 2018-19 Actions/Services]

in decision-making, TLC-EC will host and facilitate SSC, and ELAC Meetings during the school year with annual elections to include parents, staff, teachers & students.

TLC-EC will continue to adhere to the requirements of AB716, and the school's LCAP will serve as its School Plan for Student Achievement (SPSA).

During the school year SSC and ELAC will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title Funds.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$5,000
Source			Base
Budget Reference			4320 Office Supplies

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH:

2017-18 Actions/Services

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2018-19 Actions/Services

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2019-20 Actions/Services

<p>As part of TLC-EC's Initial implementation of MTSS our school staff will partner with parents (including unduplicated pupils and Students with Disabilities) to support student achievement. Parent engagement opportunities will include:</p> <ul style="list-style-type: none"> • Meeting with parents every 6 weeks • Provide Parent Workshops on various topics • Host Parent/student Orientations • Communicate with Families using Parent Square • Translator will be available at schoolwide events and upon request • Presentations on Post-secondary options • Marketing & Events Coordinator: coordinates field trips
--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$50,026 (Marketing Events Coordinator) \$5,213 \$8,204

Year	2017-18	2018-19	2019-20
Source			S&C: Marketing events Coordinator) Base
Budget Reference			2000-3000's Salaries and Benefits Marketing Events Coordinator 4320 Office Supplies 5840 Advertising

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

FACILITIES
 TLC-EC will strive to provide a safe, clean, and well-maintained school site for all students and staff. In order to accomplish this the following will take place:

- **Facility leasing expenses**
- **Facility maintenance, repairs and janitorial staff**
- Administer annual TLC Building Checklist

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

Year	2017-18	2018-19	2019-20
Source			\$6,919 \$1,110
Budget Reference			Base
			5500's Housekeeping 5610 Rent 5630 Maintenance and Repair 5400 Liability Insurance <i>5810 Legal</i> <i>5225 Business Services</i> <i>5860 Fees</i> <i>5910 Telephone</i> <i>5930 Postage</i>

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

\$ 388,571

13.79%

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).

2019-20

The following improved actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds.

- Goal 1, Action 3: College Counselor that will monitor the academic progress of high school students, assist with college application process, assist with Community Service project aligned to college/career goals, monitoring College Course Credit, SAT/PSAT/ACT participation/fee waivers.
- Goal 2, Action 4: Academic Supports & Intervention: Students will access Edgenuity/Compass Learning which develops personalized differentiated lessons/modules for each student based on NWEA MAP performance. iXL Math provides engaging and interactive math intervention programs.
- Goal 2, Action 5: As part of the school's MTSS Implementation there is a need to provide social-emotional & behavioral supports: The Assistant Director of Student Services and Psychologist (GenED) students.
- Goal 3, Action 2: Marketing Events Coordinator in charge of Student recruitment throughout the community and informing the community about our educational program, and coordinates field trips.

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2018

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	The Learning Choice Academy - East County
CDS code:	37-68130-0139063
LEA contact information:	Debi Gooding, 619.463.6801 dgooding@learningchoice.org
Coming LCAP Year:	2019-20
Current LCAP Year	2018-19

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2019-20 LCAP Year		Amount
Total LCFF funds	\$	3,616,440
LCFF supplemental & concentration grants	\$	388,571
All other state funds	\$	170,731
All local funds		
All federal funds	\$	67,269
Total Projected Revenue	\$	3,854,440

Total Budgeted Expenditures for the 2019-20 LCAP Year		Amount
Total Budgeted General Fund Expenditures	\$	3,445,604
Total Budgeted Expenditures in LCAP	\$	3,438,492
Total Budgeted Expenditures for High Needs Students in LCAP	\$	411,461
Expenditures not in the LCAP	\$	7,112

Expenditures for High Needs Students in the 2018-19 LCAP Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	393,126
Estimated Actual Expenditures for High Needs Students in LCAP	\$	378,860

Required Prompt(s)

Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.

A prompt may display based on information provided in the Data Input tab.

The total estimated actual expenditures for actions and services to increase or improve services for high needs students in 2018-19 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2018-19.

Response(s)

New charter starting in 19-20.

[Respond to the prompt here; if there is no prompt a response is not required.]

[Respond to the prompt here; if there is no prompt a response is not required.]

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Learning Choice Academy - East County

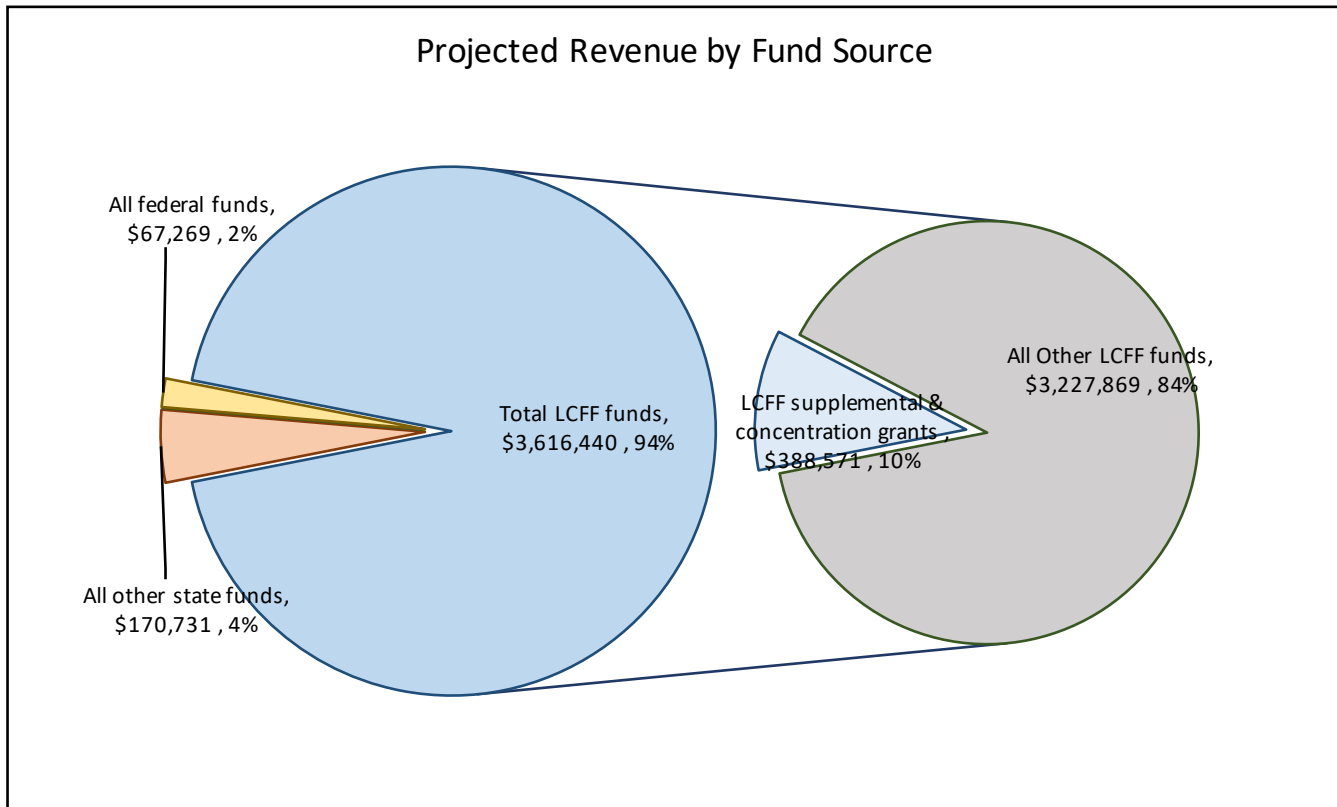
CDS Code: 37-68130-0139063

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

LEA contact information: Debi Gooding, 619.463.6801 dgooding@learningchoice.org

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

Budget Overview for the 2019-20 LCAP Year

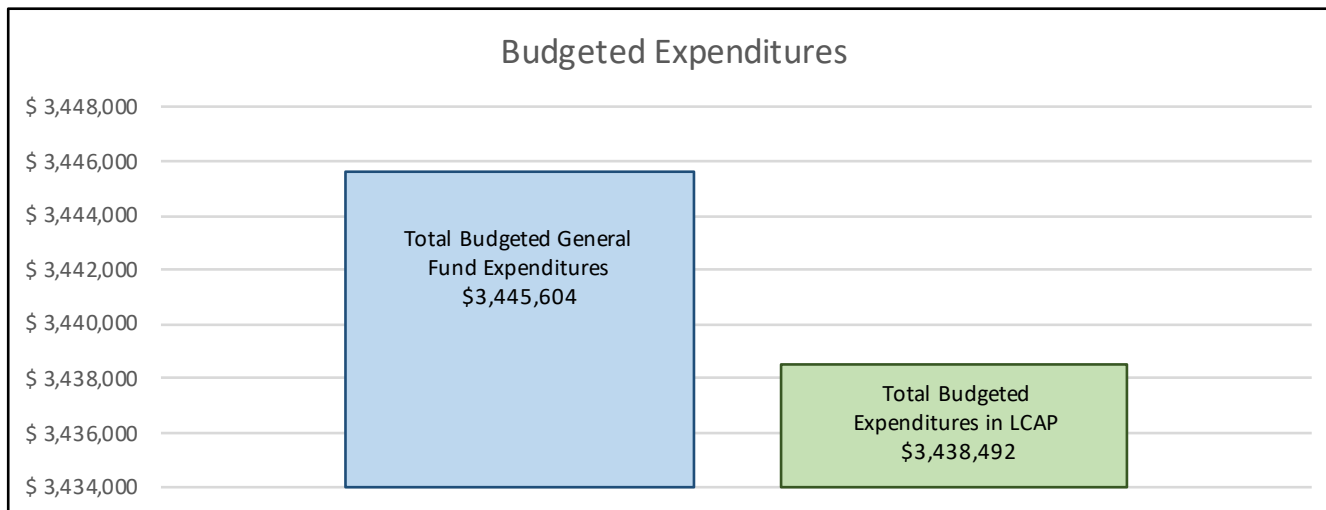


This chart shows the total general purpose revenue The Learning Choice Academy - East County expects to receive in the coming year from all sources.

The total revenue projected for The Learning Choice Academy - East County is \$3,854,440.00, of which \$3,616,440.00 is Local Control Funding Formula (LCFF), \$170,731.00 is other state funds, \$0.00 is local funds, and \$67,269.00 is federal funds. Of the \$3,616,440.00 in LCFF Funds, \$388,571.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much The Learning Choice Academy - East County plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

The Learning Choice Academy - East County plans to spend \$3,445,604.00 for the 2019-20 school year. Of that amount, \$3,438,492.00 is tied to actions/services in the LCAP and \$7,112.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

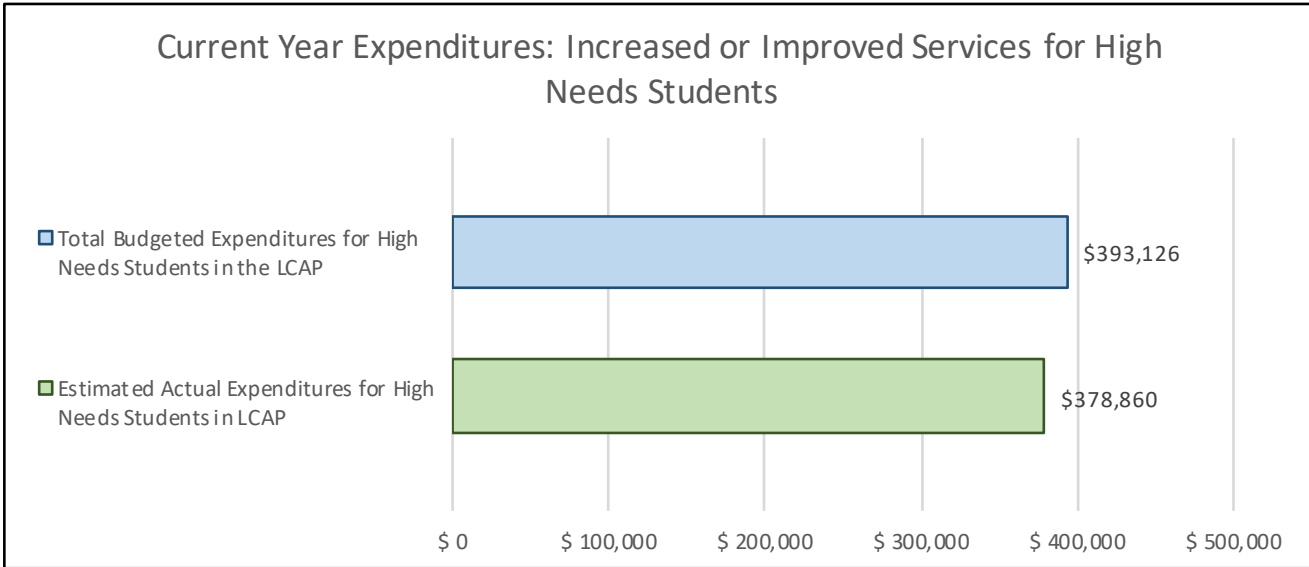
New charter starting in 19-20.

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

In 2019-20, The Learning Choice Academy - East County is projecting it will receive \$388,571.00 based on the enrollment of foster youth, English learner, and low-income students. The Learning Choice Academy - East County must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, The Learning Choice Academy - East County plans to spend \$411,461.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



This chart compares what The Learning Choice Academy - East County budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what The Learning Choice Academy - East County estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, The Learning Choice Academy - East County's LCAP budgeted \$393,126.00 for planned actions to increase or improve services for high needs students. The Learning Choice Academy - East County estimates that it will actually spend \$378,860.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$14,266.00 had the following impact on The Learning Choice Academy - East County's ability to increase or improve services for high needs students:

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents. The local educational agency (LEA) will enter its data in the 'Data Input' tab in the Excel workbook and respond to the available prompts in the 'Narrative Response' tab. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. To start, ensure that you are on 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab

LEA Information (rows 1-3)

The LEA must enter the LEA name, county district school (CDS) code, and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Identify the Applicable LCAP Year

- **Coming LCAP Year (row 4):** Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.
- **Current LCAP Year (row 5):** Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming LCAP Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming LCAP year (as indicated in row 4) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 8):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming LCAP year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 9):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming LCAP year.
- **All other state funds (row 11):** This amount is the total amount of other state funds (not including LCFF funds) the LEA estimates it will receive.
- **All local funds (row 12):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 13):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01 Column F, row A.5 (Total Revenues).

LCFF Budget Overview for Parents Data Entry Instructions

Total Budgeted Expenditures for the Coming LCAP Year

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming LCAP year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures on planned actions and services to meet the goals included in the LCAP for the coming LCAP year.

- **Total Budgeted Expenditures for High Needs Students in LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current LCAP Year

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 23):** This amount is the total of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current LCAP year.

- **Estimated Actual Expenditures for High Needs Students in LCAP (row 24):** This is the total of the estimated actual expenditures, from all fund sources, on the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s).

- **Brief description for General Fund Expenditures (row 2):** Briefly describe any of the General Fund Budgeted Expenditures for the LCAP year that are not included in the LCAP.

- **Brief description for High Needs Students (row 3):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 9 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the planned actions and services in the LCAP will meet the requirement to improve services for high needs students. If no prompt appears, the LEA is not required to supply a description.

- **Brief description for actual expenditures for high needs students (row 4):** If the amount in line 23 ('Data Input' tab) is greater than the amount in line 24 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07. If no prompt appears, the LEA is not required to supply a description.