



ALLEGIANCE STEAM ACADEMY

REGULAR MEETING OF THE BOARD OF DIRECTORS

June 24, 2018

7:00 pm

Meeting Location:
5862 C Street, Chino, CA 91710

AGENDA

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

Allegiance STEAM Academy- Thrive charter school (“Allegiance STEAM Academy”), also known as ASA Thrive, is a direct-funded, independent, public charter school operated by the Allegiance STEAM Academy nonprofit public benefit corporation and governed by Allegiance STEAM Academy, Incorporated corporate Board of Directors (“Board”). The purpose of a public meeting of the Board, is to conduct the affairs of Allegiance STEAM Academy in public. We are pleased that you are in attendance and hope you will visit these meetings often. Your participation assures us of continuing community interest in our school.

1. Agendas are available to all audience members at the meeting. Note that the order of business on this agenda may be changed without prior notice. For more information on this agenda, please contact Allegiance at: info@asathrive.org
2. “Request to Speak” forms are available to all audience members who wish to speak on any agenda items or under the general category of “Public Comments.”
3. “Public Comments” are set aside for members of the audience to comment. However, due to public meeting laws, the Board can only listen to your issue, not take action. The public is invited to address the Board regarding items listed on the agenda. Comments on an agenda item will be accepted during consideration of that item, or prior to consideration of the item in the case of a closed session item. Please turn in comment cards to the Board Secretary prior to the item you wish to speak on. These presentations are limited to three (3) minutes.
4. In compliance with the Americans with Disabilities Act (ADA) and upon request, Allegiance STEAM Academy may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact Allegiance STEAM Academy.

I. Preliminary

A. Call to Order

The meeting was called to order by Board Chair at _____.

B. Roll Call

	Present	Absent
Andrew Vestey, Chairman	_____	_____
Vanessa Okamoto, Secretary	_____	_____
Melanie Choi, Treasurer	_____	_____
Raquel Rall, Member	_____	_____
Samantha Odo, Member	_____	_____

C. Public Comments- Items not on the Agenda

No individual presentations shall be for more than three (3) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

D. Approval of Agenda for Board Meeting for June 24, 2018.

Recommended the Board of Directors approve the Agenda for Regular Board Meeting for June 24, 2018

Motion: _____ Second: _____ Roll Call: _____

II. Open Session:

A. COMMUNICATIONS

- 1. Comments from Board of Directors**
- 2. CEO's report**

B. ITEMS SCHEDULED FOR INFORMATION:

- 1. Stakeholder Advisory Committee for Allegiance STEAM Academy-Thrive Local Control Accountability Plan Calendar**

C. ITEMS SCHEDULED FOR CONSENT:

- 1. Minutes for Regular Meeting of the Board of Directors on May , 2018**
- 2. Minutes for Regular Meeting of the Board of Directors on June 10, 2018**

D. ITEMS SCHEDULED FOR DISCUSSION/ACTION:

1. **Contract for Services for Duties to Information Technology with Optiva IT**
See attached

It is recommended the Board of Directors:

- a. Adopt and Approve the Contract for Services related to Information Technology with Optiva IT.

Motion: _____ Second: _____ Roll Call: _____

2. **Allegiance STEAM Academy Board Resolution Regarding the Education Protection Account**
See attached

It is recommended the Board of Directors:

- a. Adopt and Approve the Allegiance STEAM Academy Board Resolution Regarding the Education Protection Account

Motion: _____ Second: _____ Roll Call: _____

3. **Student Dress Code Policy**
See attached

It is recommended the Board of Directors:

- a. Adopt and approve the Student Dress Code Policy.

Motion: _____ Second: _____ Roll Call: _____

4. **Consolidated Application for Funding through the California Department of Education**

The Consolidated Application (ConApp) is used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts and direct-funded charter schools throughout California. See attached application.

It is recommended the Board of Directors:

- a. Adopt and Approve the Consolidated Application for funding through the California Department of Education.

Motion: _____ Second: _____ Roll Call: _____

5. Local Control Accountability Plan (LCAP) Template

See attached.

It is recommended the Board of Directors:

- a. Adopt and approve the Local Control Accountability Plan Template.

Motion: _____ Second: _____ Roll Call: _____

D. ADJOURNMENT

It is recommended the Board of Directors:

- a. Adjourn the Regular Board Meeting for June 24, 2018 at _____

Motion: _____ Second: _____ Roll Call: _____



Stakeholder Advisory Committee for the ASA Thrive Local Control and Accountability Plan (LCAP) 2018-2019

All committee and sub-committee , exact dates, and start/end times in the process of confirmation.

<p>September: LCAP SAC General Meeting- Focus on LCAP Process</p> <p>September: English Learners' Sub-Committee*</p> <p>October: LCAP SAC General Meeting—Focus on Family Engagement</p> <p>November: English Learners' Sub-Committee</p> <p>December: LCAP SAC General Meeting—Focus on Student Engagement</p> <p>Janaury: English Learners' Sub-Committee</p> <p>February: LCAP SAC General Meeting—Focus TBD</p> <p>March: English Learners' Sub-Committee</p>		<p>March: Foster Youth Sub-Committee</p> <p>April: LCAP PSAC General Meeting—Focus on College and Career Readiness</p> <p>May: English Learners' Sub-Committee</p> <p>Please RSVP to any of these meetings with CONTACT NAME at: CONTACT EMAIL & PHONE NUMBER More information available on the at: www.asathrive.org</p> <p>*Sub-Committees will be formed based on student needs (e.g., students with disabilities, Foster Youth). An English Learners' sub-Committee will be formed as ASA anticipates a significant number of English Learners.</p>
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ALLEGIANCE STEAM ACADEMY REGULAR MEETING OF THE BOARD OF DIRECTORS

May 20, 2018
Minutes

I. Preliminary

A. Call to Order

The meeting was called to order by Board Chair at 7:06 pm.

The Regular Meeting of the Board of Directors of Allegiance STEAM Academy was held at 13050 2nd Street, Chino, Ca 91710.

B. Roll Call

	Present	Absent
Andrew Vestey, Chairman	X	_____
Vanessa Okamoto, Secretary	X	_____
Melanie Choi, Treasurer	X	_____
Raquel Rall, Member	X	_____
Samantha Odo, Member	X	_____

C. Public Comments- Items not on the Agenda

There were no public comments for items not on the agenda.

D. Approval of Agenda for Board Meeting for May 20, 2018.

Motion (Odo), second (Okamoto), motion carried by a vote of 5-0 to approve the Agenda for Regular Board Meeting for May 20, 2018.

II. Open Session:

A. COMMUNICATIONS

1. Comments from Board of Directors

Raquel Rall thanked all those who helped with registration, she said she registered her children and didn't have a problem. Vanessa Okamoto said she was very impressed with the registration process and thanked those who worked and volunteered and put their time and effort into it. She said it went very smoothly and she was impressed that it was automated and easy considering how new everything is and to get it up and going so quickly was impressive. Andrew Vestey echoed the comments.

2. CEO's report

Dr. Cognetta recognized Callie Moreno, Diana Urbina, and Raquel Diaz for their work in helping with the registration process along with all of the volunteers who helped as well. Dr. Cognetta said he couldn't imagine registration being pushed far off from lottery and was pleased that it was able to take place soon after it. He said Illuminate (our SIS) didn't think we'd be ready to start when we did, but we were due to those who pushed to make sure it was ready.

Dr. Cognetta said he received an update regarding the Charter School Start-up Grant and that the correspondence was unclear as to whether we got the grant or not. Dr. Cognetta said that we were invited to participate in the Grantees compliance training. He said that this training is only for those who were given a grant but that we still had not received anything official stating we've made it through all of the stages to get the Start-up Grant. Dr. Cognetta said he is waiting for it to be official but that all signs are positive that we have received the grant.

Dr. Cognetta touched on the Factoring Agreement and said we're still aggressive on the reserve and said we're trying to get around 8% and we're above that now and conservatively in a year from now we can say we'll be a 7% reserve which would be a healthy first year. He also emphasized how it's important that we build our reserves for the future.

Dr. Cognetta spoke about the recent Information Meeting and said there was an awesome turnout and it was a nice opportunity to get to know the community and answer lots of questions while understanding their expectations. He also thanked those in attendance.

Dr. Cognetta spoke about the IT position and how contracting it out to a consulting firm would be an opportunity to save money and use it elsewhere. Dr. Cognetta said we're currently getting another quote and will present the quotes for the board to look at and is assuming it will be in the range of \$45,000 to \$50,000 for an annual contract; the position itself would have cost ASA around \$90,000 annually. Dr. Cognetta said the funds saved here could potentially be used to hire a part time person to take care of our food service program. Dr. Moreno said they've been communicating and collaborating with the current teaching staff and they recently finished a conference call and discussed the STEAM model and what that will look like.

B. ITEMS SCHEDULED FOR DISCUSSION/ACTION:

1. Regular Board Meeting Calendar for Fiscal Year 2018-2019

The Board of Directors discussed the Regular Board Meeting Calendar for Fiscal Year 2018-2019. Raquel Rall stated the only evening that she is unavailable is Tuesday's due to teaching.

2. Contract for Services between Allegiance STEAM Academy and Think Together, Inc. for services related to expanded learning programs

Motion (Odo) to table this item until more information could be presented to the Board, second (Choi), motion carried by a vote of 5-0.

3. Contract for Services with Meredith King for duties related to Director of Business Services

Motion (Vestey), second (Okamoto), motion carried by a vote of 4-1 (Yes- Odo, Choi, Okamoto, Vestey; No- Rall) to adopt and approve the contract for services with Meredith King for duties related to Director of Business Services.

4. Factoring Agreement with Charter Asset Management

Motion (Okamoto), second (Odo), motion carried by a vote of 5-0 to adopt and approve and agree to the Factoring Agreement with Charter Asset Management.

D. ADJOURNMENT

Motion (Odo) and Second (Choi), motion carried 5-0 to adjourn the meeting.

Andrew Vestey, Board Chair, adjourned the Regular Meeting of the Board of Directors for May 20, 2018 at 7:43 pm.

Andrew Vestey, Board Chair

Vanessa Okamoto, Board Secretary



ALLEGIANCE STEAM ACADEMY REGULAR MEETING OF THE BOARD OF DIRECTORS

**June 10, 2018
Minutes**

I. Preliminary

A. Call to Order

The meeting was called to order by Board Chair at 7:00 pm.

The Regular Meeting of the Board of Directors of Allegiance STEAM Academy was held at 5862 C Street, Chino, Ca 91710.

B. Roll Call

	Present	Absent
Andrew Vestey, Chairman	X	_____
Vanessa Okamoto, Secretary	X	_____
Melanie Choi, Treasurer	X	_____
Raquel Rall, Member	X	_____
Samantha Odo, Member	X	_____

C. Public Comments- Items not on the Agenda

There were no public comments for items not on the agenda.

D. Approval of Agenda for Board Meeting for June 10, 2018.

Motion (Odo), second (Okamoto), motion carried by a vote of 5-0 to approve the Agenda for Regular Board Meeting for June 10, 2018.

II. Public Announcement of Reason for Closed Session:

A. Public Comments on Closed Session Items

There were no public comments for closed session items.

B. Closed Session- For Discussion/ Possible Action

- a. Public Employee Appointment (Gov. Code 54957(b)(1))
Title: CEO/ Principal

The Board entered into closed session at 7:04 pm. The Board reconvened into open session at 8:00 pm. Chairman Vestey reported out the Board voted 5-0 in closed session to approve the contract for CEO/Principal for Dr. Sebastian Cagnetta.

III. Open Session:

A. COMMUNICATIONS

1. Comments from Board of Directors

There were no comments from the Board of Directors.

2. CEO's report

Dr. Cagnetta gave an update with registration. Registration is almost at 100% and said 8th grade still has vacancies, which they have a recruitment plan to fill those spots.

Dr. Cagnetta gave an update of our budget. Dr. Cagnetta said the budget provided to the Board for review now has PERs costs, which the prior budgets did not reflect. Dr. Cagnetta also stated it is anticipated in January, we will no longer have to borrow money.

Dr. Moreno gave an update regarding the purchase of our curriculum. She also stated she and Dr. Cagnetta attended a SELPA orientation last week. Dr. Moreno said she steering committee meeting, which was also last week.

Dr. Cagnetta gave an update regarding the school site. He said the District is going to replace the IT infrastructure and we should be receiving an MOU in the future. Dr. Cagnetta also gave an update regarding furniture the District is going to provide.

Dr. Cagnetta gave an update on food services and the application process for the free/reduced lunch program.

B. ITEMS SCHEDULED FOR CONSENT:

- 1. Minutes for Special Meeting of the Board of Directors on April 29, 2018**
- 2. Minutes for Regular Meeting of the Board of Directors on May 6, 2018**

Motion (Odo), second (Choi), motion carried by a vote of 5-0 to approve the items scheduled for consent.

C. ITEMS SCHEDULED FOR DISCUSSION/ACTION:

- 1. Board Consideration of CEO/Principal Compensation**

Motion (Vestey), second (Okamoto), motion carried by a vote of 5-0 to adopt and approve the compensation for the CEO/Principal in the amount of \$135,000 for the current employment contract.

- 2. Regular Board Meeting Calendar for Fiscal Year 2018-2019**

Motion (Rall), second (Choi), motion carried by a vote of 5-0 to adopt and approve the Regular Board Meeting Calendar for Fiscal Year 2018-2019 with the change of September 27, 2018 to September 26, 2018.

- 3. Contract for Services between Allegiance STEAM Academy and Think Together, Inc. for services related to expanded learning programs**

Motion (Okamoto), second (Odo), motion to approve the contract between Allegiance STEAM Academy and Think Together, Inc. for services related to expanded learning programs. The motion did not pass (3-2; Rall, Vestey, Choi-No; Odo, Okamoto- Yes).

Motion (Rall), second (Vestey), motion to approve the contract between Allegiance STEAM Academy and Think Together, Inc. with an amendment to the contract that Allegiance STEAM Academy will have input on the employees who are hired by Think Together, Inc. The motion carried by a vote of 5-0.

- 4. Charter School Application for California State Teachers' Retirement System**

Motion (Choi), second (Odo), motion carried by a vote of 5-0 to adopt and approve the Charter School Application for the California State Teachers' Retirement System.

- 5. Charter School Application for California Public Employees' Retirement System**

Motion (Odo), second (Choi), motion carried by a vote of 5-0 to adopt and approve the Charter School Application for the California Public Employees' Retirement System.

6. Membership Renewal FY2018-2019 CharterSafe (California Charter Schools Joint Powers Authority)

Motion (Okamoto), second (Odo), motion carried by a vote of 5-0 to adopt and approve the 2018-2019 Membership Proposal for CharterSafe for insurance coverage.

7. Fiscal Year 2018-2019 Updated Budget for Allegiance Steam Academy - Thrive

Motion (Rall), second (Odo), motion carried by a vote of 5-0 to approve and the Fiscal Year 2018-2019 Updated Budget for Allegiance Steam Academy - Thrive.

D. ADJOURNMENT

Motion (Choi) and Second (Okamoto), motion carried 5-0 to adjourn the meeting.

Andrew Vestey, Board Chair, adjourned the Regular Meeting of the Board of Directors for June 10, 2018 at 8:33 pm.

Andrew Vestey, Board Chair

Vanessa Okamoto, Board Secretary



Complete Care Agreement

1. Terms of Agreement

This Agreement between Allegiance STEAM Academy, herein referred to as Client, and Optiva IT,LLC (OIT) is effective upon the date signed and shall remain in force 8/25/2018-8/25/2020 Additions can be made to this contract per Appendix B. This Agreement automatically renews for a subsequent of 1 year beginning on the day immediately following the end of the Initial Term, unless either party gives the other party thirty (30) days prior written notice of its intent not to renew this Agreement.

- a) This Agreement may be terminated by the Client or by Optiva IT for any reason within the first 30 days.
- b) This Agreement may be terminated by the Client upon sixty (30) days written notice if Optiva IT,LLC:
 - I. Fails to fulfill in any material respect its obligations under this Agreement and does not cure such failure within thirty (30) days of receipt of such written notice.
 - II. Breaches any material term or condition of this Agreement and fails to remedy such breach within thirty (30) days of receipt of such written notice.
- c) If either party terminates this Agreement, Optiva IT,LLC will assist in the orderly termination of services, including transfer of services to another provider. Client agrees to pay Optiva IT,LLC the actual costs of rendering such assistance.

2. Coverage

All services will be provided to the Client during the hours of 9:00 am – 6:00 pm Monday through Friday (excluding public holidays). Workstation and Network Monitoring will be provided to the Client by Optiva IT,LLC through remote means 24/7/365. All services, as well as Services that fall outside this scope, will fall under the provisions of Appendix A. Hardware costs of any kind are not covered under the terms of this Agreement.

Support and Escalation

Optiva IT,LLC will respond to Client’s “Support emails” within one (1) hours for non-emergency issues and within one (1) hour for emergency issues. Support can be submitted by email, or phone. Each call will be assigned a case number for tracking. Travel to client’s office/s within a 50-mile radius of Optiva IT,LLC office is included in this agreement.

Service outside Normal Working Hours

Emergency services performed outside of the hours of 9:00 am – 6:00 pm Monday through Friday, excluding public holidays, shall be subject to provisions of Appendix A.

Limitation of Liability

In no event shall Optiva IT,LLC be held liable for indirect or consequential damages arising out of service provided hereunder, including but not limited to loss of profits or revenue, loss of use of equipment, lost data, costs of substitute equipment, or other costs.

3. Client Equipment Covered

Optiva IT,LLC will provide monitoring, maintenance, remote support, phone support, and virtual CIO services for the Client’s office. This agreement covers support for existing computers, servers, networking equipment, for 45 workstations 1 server at the Client’s office.

Item	Included	Qty	Initial
Locations	Yes	1	
Remote support/Reactive Support Team (remote/onsite)	Yes	46 devices	
Virtual CIO	Yes		
Server updates & maintenance	Yes		
Workstation updates & maintenance	Yes		
System health tuning	Yes		
24/7 workstation monitoring	Yes		

Antivirus, Antispam, Antimalware Software	Yes	46 Devices
Datto Backup Disaster & Recovery	Yes	01 Devices
Firewall	Yes	1
Security Awareness	Yes	46 Devices
Remote PC Access	Yes	46 Devices

4. **Protected Equipment and Retention Policy**

	Qty	GB used locally	Retention
Servers	1	n/a	1 year
Desktops and Laptops	45	n/a	1 year

5. **Additional Services**

Hardware/System Support

Optiva IT,LLC shall provide support for currently installed hardware and software, provided that all hardware is covered under a currently active vendor warranty; or replaceable parts be readily available, and all software be genuine and vendor-supported. Software patching is included. Should any hardware or systems fail to meet these provisions, they will be excluded from this Service Agreement. Should 3rd Party Vendor Support Charges be required in order to resolve any issues, these will be discussed with the Client and passed on to the Client. Installation of new hardware and software is not included in this agreement.

Monitoring and Reporting Services

Optiva IT,LLC will provide ongoing monitoring of all critical devices as indicated in section 3 (above). Optiva IT,LLC will document critical alerts, scans, and event resolutions t (asset, licensing, etc).

Virtual CIO

Optiva IT,LLC will schedule quarterly or annual business reviews (depending on which the Client prefers) with the Client to discuss the state of their current IT infrastructure, upcoming IT developments, and future technology plans of the Client. Optiva IT,LLC will assist in developing an IT budget to meet the Client's future growth projections.

6. **Excluded Services**

Service rendered under this Agreement does not include:

- 1) The cost of any parts, equipment, or shipping charges of any kind.
- 2) The cost of any Software, Licensing, or Software Renewal or Upgrade Fees of any kind (unless specifically stated in this contract). Antivirus and Antispyware software is included in this agreement.
- 3) The cost of any 3rd Party Vendor or Manufacturer Support or Incident Fees.
- 4) Programming (modification of software code) unless as specified in section 3 (above).
- 5) Installation of new hardware or new software (e.g. line-of-business application).*
- 6) Office Telephone System support unless specified in section 3 (above).

Initial

*New computers will be installed at no charge if purchased from Optiva IT,LLC.

7. **Confidentiality and Non-Compete**

Optiva IT,LLC and its agents/employees will not use or disclose Client information, except as necessary to or consistent with providing the contracted services, and will protect against unauthorized use.

The Client agrees that without written consent, at all times while Client is employing the services of Optiva IT,LLC and for twelve (12) months after the contract period terminates, the Client will not solicit, hire, retain (including as a consultant) any employee or contractor of Optiva IT,LLC or any former employee who has left employment or contract within twelve (12) months prior to such hiring.

8. **Miscellaneous**

This Agreement shall be governed by the laws of the State of California. It constitutes the entire Agreement between the Client and Optiva IT,LLC Systems and no other promises or conditions were made or set in any other agreement, whether oral or written. This agreement supersedes any prior written or oral agreements between the parties, as of the date executed.

Appendix A

Service Rates

Labor	Rate
System Health Tuning Mgmt.	INCLUDED
Onsite support	INCLUDED/ UNLIMITED
Firewall Mgmt.	INCLUDED
Remote PC/Laptop Help Desk	INCLUDED
24x7x365 Workstation Monitoring	INCLUDED
Phone Support	INCLUDED
Server and PC Proactive Tasks	INCLUDED
Remote support	INCLUDED
Remote PC Management anti malware	INCLUDED
PC Updates	INCLUDED
Remote Network asset Management	INCLUDED
Remote Server maintenance & updates	INCLUDED
Vendor management	INCLUDED
Onsite Labor 2-hr minimum After Hours and Weekends	INCLUDED
Virtual CIO	INCLUDED
Server Installations and Projects	\$99/hour
Software Deployment Projects	INCLUDED
New PC Installations* purchased from Optiva IT,LLC	INCLUDED
New PC Installations* purchased from other vendors	INCLUDED
IT Projects	\$99/hour
Printers/Phones & Student Chromebook Management	INCLUDED

Initial

*PCs purchased through Optiva IT,LLC will be installed at no charge. Clients may purchase PCs or other equipment through other vendors (clients will be charged at hourly rate above for equipment not purchased through Optiva IT,LLC)

We ask that Client sends specifications of any technology equipment to Optiva IT,LLC for a review before purchase (review at no charge to Client). This will reduce problems with incorrect equipment/specifications if you choose to purchase them through another vendor.

We are your trusted IT provider, and we always strive to offer the best prices while guaranteeing that the products we sell are warranted and will work with your network.

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Allegiance STEAM Academy;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Allegiance STEAM Academy has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____, 2018.

Board Member

Board Member

Board Member

Board Member

Board Member

Allegiance STEAM Academy
Expenditures through: June 30, 2019
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	91,200.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		91,200.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	69,716.73
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	21,483.27
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
	7100-7299	
Other Outgo (excluding Direct Support/Indirect Costs)	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		91,200.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00



STUDENT DRESS CODE POLICY



Allegiance STEAM Academy – Thrive’s student dress code policy is designed to promote safety and inclusivity. It is the intent of ASA Thrive that students be dressed and groomed in an appropriate manner that will not interfere with, or detract from, the school environment or disrupt the educational process. Dress should be suitable, modest, comfortable, and safe for normal school activities and reflect pride and attention to personal cleanliness. At ASA Thrive, we strongly believe that we all come to school ready to learn. School dress codes support a safe and effective learning environment. Students who are safe and secure are better able to learn and exemplify the essentials of good citizenship. Therefore, in an effort to attain uniformity and school spirit, students are to follow this dress code policy at all times.

ASA Thrive’s dress code has been adopted by the Allegiance STEAM Academy Board of Directors in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 (Education Code section 49010 et seq.), which prohibit the charging of any student fees for participation in an educational activity at the public school.

Given that ASA Thrive aims to serve the educational needs of a diverse community, the policy is designed to support access to all. No student will be sent home from school or denied attendance to school, or penalized academically or otherwise discriminated against, for noncompliance with this dress code policy. However, any student who arrives at school in nonconforming clothes will be provided with conforming clothing by the school office for the day.

Adopted:



Any student who needs assistance with identifying conforming clothing should contact the school office directly. In any and all cases concerning interpretation of this policy, the school administration reserves the absolute right to determine what constitutes proper compliance. The CEO/Principal will exempt a student from all/part of the dress code policy if an accommodation is requested concerning a particular religion, religious customs or medical necessity.

In the case where compliance to the dress code policy poses a financial hardship for an ASA family, ASA's Board will ensure that suitable and compliant clothing is supplied free of charge. Requests for financial assistance can be made to the CEO/Principal. **ALL** requests will remain confidential.

ASA Thrive Student Dress Code consists of:

- Tops: white or forest green polos
- Bottoms: khaki shorts, skorts, skirts (knee length), pants, jumpers.
- Footwear: closed toed shoes that allow full participation in PE

At all times, including on alternate dress code days, students must comply with the following:

ACCEPTABLE STUDENT DRESS

1. Socks are required.
2. Flat heeled boots and flat-heeled shoes with closed toes and heels are required.
3. Appropriate jewelry.
4. Hats/visors/beanies are permitted on the playground **only**, but may not have professional sports team logos. College/University logos are acceptable.
5. Sunglasses for outdoor use only (back strap is recommended).
6. Leggings (black, forest green, navy blue or white only) are permitted **when worn with a skirt or shorts**.

UNACCEPTABLE STUDENT DRESS

1. Any disruptive clothing (e.g., emblems, lettering, colors, and pictures pertaining to drugs/alcohol, sex, gambling, profanity, gangs, or other offensive themes/messages).
2. Dress/blouse/top that does not cover back, midriff, cleavage or shoulders: muscle shirts and tank tops, tube tops, spaghetti straps, halters.
3. Bottoms with immodest length/slits. Long shorts/skorts, skirts, or mini-skirts.
4. Shirts, tops, or sweaters unbuttoned below the sternum.

Adopted:



5. Sweat pants, or any type of workout or warm-up suits (including nylon suits, shorts, long/baggy basketball style shorts).
6. Hairstyles must not materially and substantially interfere with school operations.
7. Tight, form-fitting pants and tops that inhibit movement or outline body parts.
8. Low slung, oversized, or wide legged baggy pants.
9. Sandals, flip-flops, open toe shoes or jellies.
10. Make-up or artificial nails.
11. Chains, spikes, headbands, bandanas, long dangling belts, or gang paraphernalia.
12. Clothing, hats/visors/beanies, etc. with professional team logos.
13. Tattered, torn clothes or clothing with holes. Pants must be hemmed (top of shoe).
14. Jewelry which creates a health/safety hazard, causes a distraction, or can readily/reasonably be used as a weapon. No hoop or dangly earrings. No nose rings.

DISCIPLINARY ACTION, LOGICAL CONSEQUENCES, EXCEPTIONS

Disciplinary action may be taken to ensure compliance with the dress code policy (except toward students exempted by the parents/guardians as provided for by this policy). Prior to initiating any disciplinary action against a student for not complying with the dress code policy, the student or the principal or designee shall conference with the student's parent/guardian to solicit parental cooperation and support. However, no student shall be suspended from school, or from class, or receive a lowered academic grade as a result of not complying with the dress code.

The CEO/Principal or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms. The CEO/principal shall identify a source for any needed financial assistance.

No student shall be considered noncompliant with the policy when:

1. Noncompliance is due to financial hardship
2. A student wears a button, armband or other accouterment to exercise the right to freedom of expression as provided for in Education Code 48907 (unless the symbol is related to gangs) or is in violation of student dress code
3. A student wears the uniform of a nationally recognized youth organization (example: Scouts) on regular meeting days
4. The adherence to the dress code violates a student's sincerely held religious beliefs
5. A student has on file with the school a "request for exemption from the student dress code requirement" signed by a parent/guardian in the presence of a school employee

Adopted:



ASA will evaluate the dress code policy on an annual basis to determine the effectiveness of the policy and to consider appropriate modifications.

Dress by a student which violates ASA guidelines but is not expressly delineated within ASA regulations shall be considered and reviewed by the CEO/Principal. The CEO/Principal shall make a determination if the dress matter at issue violates this policy and, if so, shall undertake appropriate action to immediately bring about the student's compliance with the dress code including, but not limited to, contacting the student's parents/guardians and seeking the cooperation and assistance of the parents/guardians.

1. Upon first violation of the dress code, the CEO/Principal or designee shall conference with the student and parent/guardians to solicit parental support and cooperation.
2. Upon the second violation, the student will be warned and parents/guardians will be notified. The CEO/Principal or designee will determine, if available, whether school issued temporary dress code compliant items will be provided to the student.
3. Upon a subsequent violation, parents/guardians will be contacted and asked to bring appropriate attire to the school. The student and parent/guardian will be notified that if there is a third violation of the dress code. The CEO/Principal or designee, taking a student's disciplinary record into account, will determine the progressive disciplinary response consistent with the ASA Student Code of Conduct.

ASA will make every effort to work collaboratively with students and parent/guardians to ensure adherence to the dress code policy.

Adopted:

2018-19 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Sebastian Cogna
Authorized Representative Title	Chief Executive Officer
Authorized Representative Signature Date	06/24/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

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2018-19 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017-18 – 2019-20 LCAP	
Charter Schools Enter the adoption date of the charter school LCAP	06/24/2018
Authorized Representative's Full Name	Sebastian Cagnetta
Authorized Representative's Title	Chief Executive Officer

*****Warning*****

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2018-19 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/24/2018
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	
DELAC review date	
Meeting minutes web address <small>Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.</small>	
DELAC comment <small>If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)</small>	School is pre-opening for 2018/19 and will develop DELAC as required following opening and determination of actual student population.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant	Yes

*****Warning*****

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2018-19 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4201	
Title IV, Part A (Student Support)	Yes
ESSA Sec. 1112(b) SACS 4127	

Warning

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2018-19 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2018-19 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Estimated English learner per student allocation	\$99.05
Estimated English learner student count	150
Estimated English learner entitlement amount	\$14,858

Note: \$10,000 minimum program eligibility criteria

If the LEA's estimated entitlement amount is less than \$10,000 it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the CDE Title III EL Consortium Details Web page at <http://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$1,000
Program and other authorized activities	\$1,000
English Proficiency and Academic Achievement	\$11,274
Parent, family, and community engagement	\$500
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	\$297
Indirect costs (LEAs can apply approved indirect cost rate to the portion of subgrant that is not reserved for direct administration costs)	\$787
Total budget	\$14,858

*****Warning*****

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2018-19 Title III Immigrant Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2018-19 Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Estimated immigrant per student allocation	\$92.35
Estimated immigrant student count	21
Estimated immigrant entitlement amount	\$1,939

<H4>Note: Eligibility criteria</h4>

An LEA which has 21 or more eligible immigrant students, or has experienced a significant increase of two percent or more in eligible immigrant students enrollment in the current year compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	\$1,799
Direct administration costs (Amount should not exceed 2% of the estimated entitlement)	\$38
Indirect costs (LEAs can apply approved indirect cost rate to the portion of subgrant that is not reserved for direct administration costs)	\$102
Total budget	\$1,939

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2018-19 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2018-19 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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[Enter LCAP Year]

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	Contact Name and Title	Email and Phone
Allegiance STEAM Academy - Thrive	Sebastian Cогnetta, Ed.D. CEO	sebastian.cognetta@asathrive.org 626.831.2531

2017-20 Plan Summary

The Story

Allegiance STEAM Academy - Thrive (ASA) was established in December, 2017 to meet the needs of students grades Transitional Kindergarten through 8th throughout the Chino Valley and adjacent communities. ASA The Charter operates under the authority of the Chino Valley Unified School District with the goal of preparing students for future success by providing a STEAM-focused program in a supportive school environment. Currently, there are over 1000 students who have applied for ASA's first lottery and/or are currently on the waitlist. ASA will open in August, 2018, with 480 students in grades K through 8th. ASA is developing the LCAP with the focus on the Mission, Vision, School-wide learning Outcomes and the eight state priorities.

Mission and Vision

The mission of ASA Thrive is to teach students the academic, social-emotional, and character skills needed to be college and career ready. Allegiance students will develop as critical thinkers, civic leaders, and socially responsible citizens that are integral to their communities and beyond.

The vision of ASA Thrive is to establish a safe school environment in which students are inspired to take risks to gain skills to be successful in the local and global communities. ASA Thrive will be a harbor of innovation and accountability where students, staff and families are key collaborators in the decision-making processes. By providing a school based on best practices, ASA Thrive will be a change agent in the community.

LCAP Highlights

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

This LCAP delineates the actions previously and currently taken as ASA approaches our inaugural year. Future actions and timelines are delineated in this plan in order to ensure the plan aligns with the charter, is consistent with California law, and ensures stakeholder involvement. All sections not applicable for ASA (those which refer to previous goals and/or steps, etc.) are indicated with an N/A or N/A at this time.

Review of Performance

Greatest Progress

N/A

Greatest Needs

N/A

Performance Gaps

N/A

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.

Increased or Improved services

While there are no baseline of services to evaluate, ASA will implement a Multi-Tiered System of Support (MTSS) designed to quickly identify and respond to the needs of all students.

Low income students will be supported through intervention/support services based on assessment data. Intervention/Support services include reading and math intervention, The Bridge- ASA's before and after school intervention, and through differentiation in the core classroom.

English learners will be provided with instruction in English language acquisition in designated ELD classes and integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. Teachers will analyze data on EL students every month during collaboration time in order to implement strategic groups using targeted instructional practices (e.g., close reading, structured academic discourse, response frames, scaffolding) in core content classes, STEAM, World Language, Music/Drama, and PE.

Foster Youth, along with any student requiring it, will receive social emotional support services in daily classroom advisory as well as in small group sessions. ASA will partner with an MFT intern program and will utilize MFT interns as well as their certificated supervising MFT, to provide intensive social emotional and behavioral supports to eligible 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

\$4,571,633

Total Funds Budgeted for Planned Actions/Services to Meet
The Goals in the LCAP for LCAP Year

\$358,159

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.

Expenditures that are not included in the LCAP include utilities, business services, district oversight. Additionally, items budgeted for PSCGP funding are excluded.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$3,950,527

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

All teachers required to hold a valid California credential will do so.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic Services

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
By June, 2019, 100% of teachers required to hold a preliminary or clear credential will do so.	As of June, 2018, 100% of hired core preliminary or clear credential.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures
Recruit and retain highly-qualified teachers.	As of June, 2018, recruiting and hiring of highly qualified teachers is complete.	n/a

Analysis

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

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

The action has been implemented beginning with the drafting and board approval of job descriptions. Applicant screening and interviewing processes were consistent with the action and has resulted in 100% of hired core content teachers, as of June, 2018, having the appropriate credential.

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

The action was completed to ensure that ASA students will receive high-quality instruction. ASA planned and actualized a recruitment plan to attract and hire highly-qualified teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A at this time.

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.

N/A at this time.

Goal 2

All students will receive access to rigorous, standards based curriculum including world language instruction to all students in order to facilitate readiness for A-G requirements of high school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic Services; Priority 2: Implementation of State Standards

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
By August, 2018, 100% of core content teachers will receive curriculum-specific training.	N/A
By October, 2018, 100% of core content teachers will receive training in standards-based and comprehensive assessment.	N/A
By October, 2018, Professional Learning Communities will be established consisting of general education, specialist, and Inclusion teachers.	N/A
By June, 2019, 100% of teachers will implement standards-based curriculum in the core content areas of ELA, math, history, and science.	N/A

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate and adopt evidence-based and standards-aligned curricula.	As of June, 2018, evidence-based and standards-aligned curricula have been adopted.	\$137,000	\$30,000
Provide training in adopted curricula for all teachers.	N/A at this time	\$12,000	N/A at this time
Provide training in comprehensive and standards-	N/A at this time	\$3,000	N/A at this time

based assessment			
Provide ongoing collaboration utilizing PLC to support implementation of curricula.	N/A at this time	N/A	N/A

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.

N/A at this time

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

N/A at this time

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A at this time.

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.

N/A at this time.

Goal 3

All students will be engaged in a positive school environment that promotes social -emotional learning in a safe and maintained facility.

State Priorities: Priority 1: Basic Services; Priority 2: Implementation of State Standards; Priority 5: Pupil Engagement

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
By August 14, 2018, ASA's facilities will be operational, safe and enabled to accommodate staff and 480 students.	
By September 2018, ASA staff will receive training in PBIS.	
By October 2018, all general education classes will provide advisory lessons focused on social - emotional learning.	
By June 2019, student retention rate baselines will be established.	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Enter into an MOU with CVUSD for facility use (Prop 39 and IT)		N/A	
Develop Facilities Maintenance Plan and protocol	As of June, 2018, Custodial Team hired.		\$34,000
Attend PBIS orientation provided by DMSELPA.	N/A	N/A	
Establish social - emotional benchmarks and a monitoring			

and evaluation process.			
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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.

N/A at this time

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

N/A at this time

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A at this time.

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.

N/A at this time.

Goal 4

Goal 4 will focus on standardized assessment achievement and will be informed by the SBAC Interim assessments

State Priorities: Priority 1: Basic Services; Priority 2: Implementation of State Standards; Priority 5: Pupil Engagement

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
By August 2018, ASA will develop a SBAC interim assessment schedule.	
By INSERT DATE INFORMED BY AMO ABOVE, ASA will interpret and analyze Interim results and set performance targets for CAASPP.	

Actions / Services

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

Action 1

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

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.

N/A at this time

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

N/A at this time

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A at this time.

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.

N/A at this time.

Stakeholder Engagement

LCAP Year: 2018-19

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?

ASA will consult with stakeholders including staff, parents, and community members. A calendar of LCAP Stakeholder Advisory Committee events has been drafted, shared at board meetings and via ASA's communication media (email, social media, etc.) to ensure stakeholder involvement in further development of the LCAP as we enter our first year of operation.

Impact on LCAP and Annual Update

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

N/A at this time

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

N/A

Goal

N/A at this time

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: [List Local Priorities here]

Identified Need:

N/A

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
N/A	N/A	N/A	N/A	N/A

Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and
N/A	ASA Thrive

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 Grade Spans)

N/A	N/A	ASA Thrive
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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

N/A	N/A	N/A
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A	N/A	N/A
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A at this time	N/A at this time
Source		N/A at this time	N/A at this time
Budget Reference		1100, 1200	1100, 1200

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Serv
\$358,159	9.97%

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).

Using the required LCFF calculation, the estimated funding is \$58,159 for 2018-2019, which is based on an estimated 75% of unduplicated pupils (low income, English learners, and foster youth), therefore all expenditures will be schoolwide, across ASA Thrive to benefit all students. Services are specifically directed toward meeting ASA Thrive's goals and are increased and improved for unduplicated students as compared to the services provided to all pupils.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

Total LEA General Fund Budget Expenditures for the LCAP Year: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. 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/fq/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 Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year: This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP: Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

Total Projected LCFF Revenues for LCAP Year: This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also

include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

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

Location(s)

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

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

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

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

Scope of Service

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

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

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

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

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use

“LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

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

School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

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

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

Mathematics – CCSS for Mathematics

English Language Development (ELD)

Career Technical Education

Health Education Content Standards

History-Social Science

Model School Library Standards

Physical Education Model Content Standards

Next Generation Science Standards

Visual and Performing Arts

World Language; and

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

Priority 3: Parental Involvement addresses:

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

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

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

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

Statewide assessments;

The Academic Performance Index;

The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

The English learner reclassification rate;

The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

School attendance rates;

Chronic absenteeism rates;

Middle school dropout rates;

High school dropout rates; and

High school graduation rates;

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

Pupil suspension rates;

Pupil expulsion rates; and

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

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

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

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

Working with the county child welfare agency to minimize changes in school placement

Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

Local priority goals; and

Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016