

# 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

California Connections Academy @ Ripon

Contact Name and Title

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# 2017-20 Plan Summary

## THE STORY

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

California Connections Academy @Ripon serves students in grades K-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Ripon Unified School District, and enrolls students in eight counties: San Joaquin, Alameda, Amador, Calaveras, Contra Costa, Sacramento, Santa Clara and Stanislaus. In the 2016-17 school year, the school served almost 3000 students, with an official fall enrollment count of 1054. The student population resides over a wide geographic and demographically diverse part of the state across the 8 counties noted above. The enrollment by grade in grades K-8 is relatively evenly distributed, with grades 9-12 making up approximately 49% of the overall enrollment. California Connections Academy students are ethnically, economically, and educationally diverse. In addition to the racial and ethnic distributions reported below, it should be noted that approximately 43% of the students are considered socio-economically disadvantaged. The school serves a relatively low percentage of ELL students, approximately 4%. Students who need special services (defined here as those with an IEP plan) constitute approximately 11% of the school population. The school does experience quite a bit of student mobility based on the nature of a virtual school. More than 50% of the school population is typically new each year. In addition, the school has been growing each year by approximately 20 to 35% per year over the past several years.

The racial and ethnic composition is as follows:

American Indian/Alaskan Native/Pacific Islander/Hawaiian: 0.6%

Asian and Filipino: 7.2%

Black/African American: 6.6%

Hispanic (all races): 30%

Multiple: 20.3%

White: 35.3%

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy @ Ripon is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

California Connections Academy @Ripon was authorized and began serving students in 2012. The school, which is governed and operated by an independent Board of Directors made up of a mix of educators, parents and community representatives, contracts with Connections Academy, LLC for curriculum, technology, and support services. Connections Academy, an Educational Management Organization, provides such services to virtual public schools all across the country.

California Connections Academy @ Ripon's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality curriculum that combines the best in print and technology and which is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations which are unique to the California Connections Academy @ Ripon program and which have an effect on the performance metrics described in this LCAP include:

--A public charter school of choice, which parents choose for a wide variety of reasons

--The school serves all grade levels, TK-12, which is different from most traditional public schools

--A high mobility rate which results in a large population of new students each year

--A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore take more than 4 years to graduate.

--A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families chose a virtual charter school program to serve a unique need for a particular period of time, e.g. medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

## LCAP HIGHLIGHTS

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

This year the state launched its new accountability system. Much time and effort was spent on learning, reviewing and analyzing the new system and the school results, as well as informing various stakeholder groups about the new system. Data on the new system (referred to here as the LCFF Evaluation Rubrics) was incorporated into the LCAP update. In addition, the school had more comprehensive data on the internal assessments

previously identified, including more data on student subgroup performance. The results of the review of both the state and internal data resulted in some changes to the Goals and Outcomes. However, the majority of the goals, outcomes, actions and services remain relatively similar to past years, since the identified areas for school improvement continue to be the same as those identified in previous years.

## REVIEW OF PERFORMANCE

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

### GREATEST PROGRESS

California Connections Academy @ Ripon is a high quality virtual school program that out performs most other online schools. The school serves students over a large geographic area with diverse demographics, therefore, comparisons to state averages are applicable. On the state's new testing system, students in our school generally perform at or above state averages on English, math and science tests. Between 2015 and 2016 test administrations, almost all areas and grade levels saw growth in test scores. The school typically performs very well on English Language Arts and science tests when compared to state averages.

The school culture is positive, with consistently high levels of parent and student satisfaction and very low levels of disciplinary issue. A high level of teacher support for students, as well as increased support for Learning Coaches, has led to an increasing percentage of families indicating that they intend to return the following school year.

Over the past few years, the school has enhanced opportunities for students to meet college entrance requirements and be career ready through offering in person science labs and career-technical education courses, among other offerings.

The school's program for English Language Learner students has been improving each year, with significant improvements in the timely placement of students into supports, as well as in student participation in these support offerings.

When analyzing graduation rates, the school performs better when looking at alternative methods of calculation. For example, when looking at the percent of 12<sup>th</sup> graders enrolled who graduate, the rates are significantly higher than the "four year cohort" method used by the state. When the four year graduation rate of students who have been with the school for all four years of high school is examined, the rates are even higher. In addition, the school is making slow gradual progress towards increasing the officially reported graduation rate, when looked at over multiple years. Certain subgroups are making progress more quickly, for example, the socio-economically disadvantaged students. We anticipate that when the state calculates five year cohort graduation rates, that the school will be able to demonstrate its effectiveness at serving students who enter our high school program deficient in credits.

In addition to the state standardized tests, the school also administers internal academic assessments to look at individual student growth over the course of one school year. Between the 2013-14 and 2014-15 school years, the school showed significant growth in these metrics for both English and Math. Unfortunately these scores did decrease during the 2015-16 school year, so further analysis will be conducted when 2016-17 results are available.

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

### GREATEST NEEDS

Overall, the main area of focus for improvement is math scores on the state standardized tests. Analysis of the state's new accountability metrics showed that student performance overall was lower than desired and also declined between the 2015 and 2016 test administrations. In addition, performance on internal measures of annual growth in math also declined in that time period.

The school continues to face challenges with getting high school students back on track to graduate in four years (with their "four year cohort") when they enter the school credit deficient. While many initiatives have been put into place to help students recover credits, more work is needed so that the overall graduation rate increases consistently.

Additional work is needed to improve student engagement and retention. As virtual school offering an independent study educational program, students must be active participants in their education in order to be successful. Developing ways to better engage students, particularly high school students, will lead to improvements in academic performance as well as graduation rates.

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

### PERFORMANCE GAPS

When academic performance on the state accountability system was analyzed by significant subgroup, the school did experience some successes. Examples include:

Two subgroups showed an increase in their graduation rate: Hispanic and the lo-income students.

Students of "multiple race" showed a significant increase in math scores.

The only significant subgroup which performed two levels below the school's overall performance level was the subgroup of low income students on the English assessment. The services listed in the next section are a few of the efforts being made to improve academic performance of this subgroup.

### INCREASED OR IMPROVED SERVICES

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

-Introduction of credit bearing courses specifically designed for English Language Learners to increase both support for these students as well as engagement of the students with the supports being offered.

-Tutoring services in Math offered to students at risk of failing math. The one on one tutoring services are offered online 24/7 and are in addition to the support provided by the math department.

-Expansion of the math intervention specialists program to provide intensive one on one and small group support to struggling math students.

-Roll out of a more comprehensive identification, outreach and support program for foster and homeless 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

\$12,189,356

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

\$5,615,356

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.

Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. One exception is that most of the administrative support staff, involved in such activities as office management, attendance accounting, student records, etc. are not included.

Other expenses include fees for services such as administrative services (HR, accounting, etc.); software licensing fees; technical support services; community outreach services; administrative support services for the instructional program; curriculum and instructional materials; insurance; professional development costs, including travel and conference; facility costs, including utilities, phone, internet as well as office supplies and equipment; costs to administer state testing to students; district oversight fees; and professional costs such as audit fees, legal fees, dues, etc.

The school budget which details each of these costs and the amounts budgeted for each is available upon request from the school.

\$11,217,388

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 1

Each student will develop the necessary Mathematical proficiencies as well as critical thinking skills as measured by state and local assessments.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL [Charter Goal 1](#) [Charter Goal 2](#)

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

By the end of 2016-17, increase student performance by 2% from the established performance levels developed from past data on the internal benchmarks. Growth will be across subgroups.

#### ACTUAL

Data was available from the 2014-15 and 2015-16 school years. Despite the fact that internal assessment data showed growth between the 2013-14 and 2014-15 school year (by 2%), scores went down between 2014-15 and 2015-16 by 8%. Scores did still rise 5% when reviewed over a two year period. When subgroup performance was examined, the low income and Hispanic subgroups performed slightly below the school average, while the Black/African-American subgroup performed significantly lower than the overall school average. Two years of data was not available by subgroup.

**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.

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>PLCs will discuss Math performance data and determine best strategies and methods and will implement best practices to re-teach Math standards that were missed.</p>	<p><b>ACTUAL</b></p> <p>The Action was accomplished as described. Additional efforts are ongoing to determine the best data to analyze and the best methods to re-teach.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>General Education Teacher compensation, includes Title I positions - 1000-1999 Certificated Salaries - LCFF Base: \$2,835,596 (repeated expenditure) Career ladders costs for Math Department - 1000-1999 Certificated Salaries - LCFF Base: \$13,789 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>General Education Teacher compensation, includes Title I positions - 1000-1999 Certificated Salaries - LCFF Base: \$2,858,454 (repeated expenditure) Career ladders costs for Math Department - 1000-1999 Certificated Salaries - LCFF Base: \$10,278 (repeated expenditure)</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>The Math Support Program will continue to be updated and improved, including various Supplemental Instructional Support Programs and Math Intervention Specialists at various grade levels.</p>	<p><b>ACTUAL</b></p> <p>The Action was accomplished as described. However, one Math Intervention Specialist left mid-year and a replacement was not found. The position is expected to be filled during 2017-18.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>Educational Resource Center - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$149,688 (repeated expenditure) Math Intervention Specialists - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$32,560 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Educational Resource Center - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$137,949 (repeated expenditure) Math Intervention Specialists - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$22,012 (repeated expenditure)</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>The Special Education PLC will work to analyze assessment results for SpED students, determine additional interventions needed, and implement those interventions.</p>	<p><b>ACTUAL</b></p> <p>Due to rapid growth in the Special Education population, and delays in the availability for hiring sufficient SpED staff, analysis of assessment data was not accomplished on a consistent basis. However, additional interventions and supports were identified</p>

		and implemented for many students based on their individual needs and IEP goals.
Expenditures	<p><b>BUDGETED</b></p> <p>Special Education teacher salaries - 1000-1999  Certificated Salaries - Other Federal Funds: \$192,358 (repeated expenditure)  Director of Student Services - 1000-1999 Certificated Salaries - LCFF Base: \$31,358 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Special Education teacher salaries - 1000-1999  Certificated Salaries - Other Federal Funds: \$232,386  Director of Student Services - 1000-1999 Certificated Salaries - LCFF Base: \$27,716 (repeated expenditure)</p>
	<p><b>PLANNED</b></p> <p>Continue to implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.</p>	<p><b>ACTUAL</b></p> <p>The Action was accomplished as described and will be continued.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>AVID membership and resources - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$924 (repeated expenditure)  Career Ladder costs for AVID coordinators - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,215 (repeated expenditure)  Assistant Principal in charge of AVID - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$26,257 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>AVID membership and resources - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$920 (repeated expenditure)  Career Ladder costs for AVID coordinators - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$952 (repeated expenditure)  Assistant Principal in charge of AVID - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$25,044</p>
	<p><b>PLANNED</b></p> <p>Enhance and improve the Student Study Team process across grade levels in order to identify, provide interventions for, and possibly refer for Special Education those students who are struggling academically.</p>	<p><b>ACTUAL</b></p> <p>The Action was accomplished as described. Continued enhancements and improvements are ongoing.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Career ladder costs for Student Study Team Coordinators - 1000-1999 Certificated Salaries - LCFF Base: \$1,799 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Career ladder costs for Student Study Team Coordinators - 1000-1999 Certificated Salaries - LCFF Base: \$1,764 (repeated expenditure)</p>

**Actions/Services**

**PLANNED**  
LEAP and Scantron will be administered at least 2X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs)

**ACTUAL**  
The Action was accomplished as described and will be continued.

**Expenditures**

**BUDGETED**  
Educational Resource Center - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$149,688 (repeated expenditure)  
Assistant Principal compensation - 1000-1999 Certificated Salaries - LCFF S & C: \$26,257 (repeated expenditure)  
Executive Leadership Team compensation - 1000-1999 Certificated Salaries - LCFF Base: \$284,706 (repeated expenditure)

**ESTIMATED ACTUAL**  
Educational Resource Center - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$137,949 (repeated expenditure)  
Middle School Assistant Principal compensation - 1000-1999 Certificated Salaries - LCFF S & C: \$25,044 (repeated expenditure)  
Executive Leadership Team compensation - 1000-1999 Certificated Salaries - LCFF Base: \$323,688 (repeated expenditure)

**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.

Overall, implementation of the planned actions and services was completed as described. Some challenges in hiring sufficient staff during periods of enrollment growth were seen.

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

The immediate goal of improvement of math scores was not met, but improvement over a longer period of time is being seen. Additional actions and services to improve math scores will be implemented in the LCAP year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Primary differences between actual and budgeted expenditures can be explained as follows:

1. Enrollment and ADA were higher than originally budgeted, so more teachers were hired and therefore staff costs were higher.
2. Actual salaries are reported vs. budgeted amounts for salaries for administrators.
3. One math intervention specialist position could not be filled resulting in lower expenditures for that line item.



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.

Math performance goals have not been met, so additional actions and services will be added, while actions and services described here will be continued. This goal is still the highest priority for the school. Newly added actions and services for this goal can be found in the "Goals, Actions and Services" section of the LCAP.

## Goal 2

Each student will develop the necessary English Language Arts skills as reported by state and local assessments.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL [Charter Goal 1](#) [Charter Goal 2](#)

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

By the end of 2016-17, increase student performance by 2% from the established performance levels developed from past data on the internal benchmarks. Growth will be across subgroups.

#### ACTUAL

Data was available from the 2014-15 and 2015-16 school years. Despite the fact that internal assessment data showed significant growth between the 2013-14 and 2014-15 school year (2%), scores went down between 2014-15 and 2015-16 by 9%. When subgroup performance was examined, the low income and Black/African-American subgroups performed below the school average, while other subgroups performed at the overall school average. Two years of data was not available by subgroup.

**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.

<b>Actions/Services</b>	<b>PLANNED</b> LEAP and Scantron will be administered at least 2X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs).	<b>ACTUAL</b> The Action was accomplished as described and will be continued.
<b>Expenditures</b>	<b>BUDGETED</b> Educational Resource Center - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$149,688 (repeated expenditure) Assistant Principal compensation - 1000-1999 Certificated Salaries - LCFF S & C: \$26,257 (repeated expenditure) Executive Leadership Team compensation - 1000-1999 Certificated Salaries - LCFF Base: \$284,706 (repeated expenditure)	<b>ESTIMATED ACTUAL</b> Educational Resource Center - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$137,949 (repeated expenditure) Assistant Principal compensation - 1000-1999 Certificated Salaries - LCFF S & C: \$25,044 Executive Leadership Team compensation - 1000-1999 Certificated Salaries - LCFF Base: \$323,688 (repeated expenditure)
<b>Actions/Services</b>	<b>PLANNED</b> PLCs will discuss ELA performance data and determine best strategies and methods and will implement best practices to re-teach ELA standards that were missed.	<b>ACTUAL</b> The Action was accomplished as described. Additional efforts are ongoing to determine the best data to analyze and the best methods to re-teach.
<b>Expenditures</b>	<b>BUDGETED</b> General Education teacher compensation - 1000-1999 Certificated Salaries - LCFF Base: \$2,835,596 (repeated expenditure)	<b>ESTIMATED ACTUAL</b> General Education teacher compensation - 1000-1999 Certificated Salaries - LCFF Base: \$2,858,454 (repeated expenditure)
<b>Actions/Services</b>	<b>PLANNED</b> Teachers will use standards based reports to determine student intervention needs and will assign students to ELA interventions.	<b>ACTUAL</b> The Action was accomplished as described and will be continued.

<p><b>BUDGETED</b></p> <p>Educational Resource Center - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$149,688 (repeated expenditure)  General Education Teacher compensation - 1000-1999 Certificated Salaries - LCFF Base: \$2,835,596 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Educational Resource Center - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$137,949 (repeated expenditure)  General Education Teacher compensation - 1000-1999 Certificated Salaries - LCFF Base: \$2,858,454 (repeated expenditure)</p>
<p><b>PLANNED</b></p> <p>The Special Education PLC will work to analyze assessment results for SpED students, determine additional interventions needed, and implement those interventions.</p>	<p><b>ACTUAL</b></p> <p>Due to rapid growth in the Special Education population, and delays for hiring sufficient SpED staff, analysis of assessment data was not accomplished on a consistent basis. However, additional interventions and supports were identified and implemented for many students based on their individual needs and IEP goals.</p>
<p><b>BUDGETED</b></p> <p>Special Education teacher salaries - 1000-1999 Certificated Salaries - Other Federal Funds: \$192,358 (repeated expenditure)  Director of Student Services - 1000-1999 Certificated Salaries - LCFF Base: \$31,358 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Special Education teacher salaries - 1000-1999 Certificated Salaries - Other Federal Funds: \$232,386 (repeated expenditure)  Director of Student Services - 1000-1999 Certificated Salaries - LCFF Base: \$27,716 (repeated expenditure)</p>
<p><b>PLANNED</b></p> <p>Continue to implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.</p>	<p><b>ACTUAL</b></p> <p>The Action was accomplished as described and will be continued.</p>
<p><b>BUDGETED</b></p> <p>AVID services and resources - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$924 (repeated expenditure)  Career ladder costs for AVID coordinators - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,215 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>AVID membership and resources - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$920 (repeated expenditure)  Career ladder costs for AVID coordinators - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$952 (repeated expenditure)</p>

Expenditures

Actions/Services

Expenditures

Actions/Services

Expenditures

	expenditure) Assistant Principal for AVID coordination - 1000-1999 Certificated Salaries - LCFF S & C: \$26,257 (repeated expenditure)	expenditure) Assistant Principal for AVID coordination - 1000-1999 Certificated Salaries - LCFF S & C: \$25,044 (repeated expenditure)
<b>Actions/Services</b>	<b>PLANNED</b>  Enhance and improve the Student Study Team process across grade levels in order to identify, provide interventions for, and possibly refer for Special Education those students who are struggling academically.	<b>ACTUAL</b>  The Action was accomplished as described. Continued enhancements and improvements are ongoing.
<b>Expenditures</b>	<b>BUDGETED</b>  Career ladder costs for Student Study Team coordinators - 1000-1999 Certificated Salaries - LCFF Base: \$1,799 (repeated expenditure)	<b>ESTIMATED ACTUAL</b>  Career ladder costs for Student Study Team coordinators - 1000-1999 Certificated Salaries - LCFF Base: \$1,764 (repeated expenditure)

**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.	Overall, implementation of the planned actions and services was completed as described. Some challenges in hiring sufficient staff during periods of enrollment growth were seen.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	While student performance on English Language Arts assessments are generally better than on math assessments, the goal of improvement from one year to the next was not met. While scores did increase between the 2013-14 and 2014-15 school year, the decline between 2014-15 and 2015-16 overshadowed those gains. Additional actions and services to improve ELA scores will be implemented in the LCAP year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Primary differences between actual and budgeted expenditures can be explained as follows:  1. Enrollment and ADA were higher than originally budgeted, so more teachers were hired and therefore staff costs were higher.  2. Actual salaries are reported vs. budgeted amounts for salaries for administrators.

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.

ELA performance goals have not been met, so additional actions and services will be added, while actions and services described here will be continued. Trends in student performance will be closely monitored to look for improvement over a longer period of time. Newly added actions and services for this goal can be found in the “Goals, Actions and Services” section of the LCAP.

# Goal 3

The school will develop a plan to increase student retention and parent participation and engagement. The school will cultivate an inclusive relationship with parents and students. The school will also engage students as active participants in student learning. Particular emphasis will be placed on support for socio-economically disadvantaged students.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL [Charter Goal 2](#) [Charter Goal 4](#)

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

By the end of 2016-17, decrease the turnover rate by 2% and increase the positive "Intent to Return" responses by 2%. Increases will be measured from the rates determined from past years' data.

### ACTUAL

The "Intent to Return" responses increased by 3% between spring of 2015 and spring of 2016. Of those who said they were returning, 79% actually enrolled in Fall of 2016. Low income students re-enrolled at a rate of 74%.

**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.

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>The Learning Coach Support System will be expanded, including additional staff positions and enhancements to the Learning Coach Support Plan, including improvements to the onboarding process, as well as ongoing activities throughout the year. Training on marking attendance will also be included.</p>	<p><b>ACTUAL</b></p> <p>The actions were accomplished as described. Attendance training for Learning Coaches is still being further developed and implemented.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>School Culture Specialist career ladder costs - 1000-1999 Certificated Salaries - LCFF Base: \$600 (repeated expenditure) Family Relations Specialist teachers - 1000-1999 Certificated Salaries - LCFF Base: \$43,149 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>School Culture Specialist career ladder costs - 1000-1999 Certificated Salaries - LCFF Base: \$595 (repeated expenditure) Family Relations Specialist teachers - 1000-1999 Certificated Salaries - LCFF Base: \$31,295 (repeated expenditure)</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>Secondary teachers will be assigned to support students, develop and foster relationships, and monitor academic and other metrics through consistent synchronous communication. Particular attention will be paid to students who are performing below "proficiency" or are otherwise "at risk".</p>	<p><b>ACTUAL</b></p> <p>The Action was accomplished as described and will be continued.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>Secondary teacher compensation - 1000-1999 Certificated Salaries - LCFF Base: \$1,434,949 (repeated expenditure) Advisory teacher compensation - 1000-1999 Certificated Salaries - LCFF Base: \$206,519 (repeated expenditure) Counselor compensation - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$92,011 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Secondary teacher compensation - 1000-1999 Certificated Salaries - LCFF Base: \$1,394,271 (repeated expenditure) Advisory teacher compensation - 1000-1999 Certificated Salaries - LCFF Base: \$228,260 (repeated expenditure) Counselor compensation - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$158,607 (repeated expenditure)</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p>	<p><b>ACTUAL</b></p>



	The Community Outreach Coordinator duties will be enhanced and additional teacher support will be provided in order to continue to better engage parents in organizing and attending field trip opportunities.	The Action was accomplished as described and will be continued.
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>Community Outreach Coordinator compensation - 2000-2999 Classified Salaries - LCFF Base: \$23,466 (repeated expenditure)  Career ladder costs for field trips and student activities coordinators - 1000-1999 Certificated Salaries - LCFF Base: \$7,194 (repeated expenditure)  Student activities budget line item - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$14,000 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Community Outreach Coordinator compensation - 2000-2999 Classified Salaries - LCFF Base: \$22,707 (repeated expenditure)  Career ladder costs for field trips and student activities coordinators - 1000-1999 Certificated Salaries - LCFF Base: \$5,147 (repeated expenditure)  Student activities budget line item - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$14,000 (repeated expenditure)</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Families who need computers and/or Internet access to participate in the charter program will be able to apply to receive loaned technology. Families will be able to apply at any point in the school year.</p>	<p><b>ACTUAL</b></p> <p>The Action was accomplished as described and will be continued.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>Student technology support - 4000-4999 Books and Supplies - LCFF S &amp; C: \$322,902 (repeated expenditure)  Internet subsidy payments - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$57,000 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Student technology support - 4000-4999 Books and Supplies - LCFF S &amp; C: \$442,750 (repeated expenditure)  Internet subsidy payments - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$57,000 (repeated expenditure)</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Additional support positions will be added to the Student Services Department to better serve Special Education, ELL and 504 students in order to enhance their experience and promote success and retention.</p>	<p><b>ACTUAL</b></p> <p>The Action was accomplished as described and will be continued.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b></p>

Assistant Director of Student Services compensation - 1000-1999 Certificated Salaries - LCFF S & C: \$21,880 (repeated expenditure)  
 Administrative Assistant to support Student Services department - 2000-2999 Classified Salaries - LCFF Base: \$10,120 (repeated expenditure)  
 Career ladder costs for Student Services Specialist - 1000-1999 Certificated Salaries - Other Federal Funds: \$1,799 (repeated expenditure)

Assistant Director of Student Services compensation - 1000-1999 Certificated Salaries - LCFF S & C: \$24,892 (repeated expenditure)  
 Administrative Assistant to support Student Services department - 2000-2999 Classified Salaries - LCFF Base: \$9,917 (repeated expenditure)  
 Career ladder costs for Student Services Specialist - 1000-1999 Certificated Salaries - Other Federal Funds: \$1,234 (repeated expenditure)

**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.

Overall, implementation of the planned actions and services was completed as described.

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

The goal of increased retention of students was accomplished.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1. Enrollment and ADA were higher than originally budgeted, so more counselors were hired and therefore staff costs were higher.
2. Actual salaries are reported vs. budgeted amounts for salaries for administrators.
3. Staff turnover in the new Family Relationship Teacher position resulted in lower costs for the year since the positions were not completely filled all year.

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.

This was an area of success over the past year, so actions and services will be continued. Some further enhancements are planned and those are described in the "Goals, Actions and Services" section of the LCAP.

# Goal 4

Graduation rates and UC a-g completion rates will increase.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL [Charter Goal 3](#) [Charter Goal 4](#)

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

By the end of 2016-17, increase graduation rate by 2% on internal measurements. Also increase the percentage of student meeting all a-g requirements by 2%.

### ACTUAL

On the state's measurement of four year cohort graduation rate, the school decreased 5.7% when comparing the graduating class of 2016 to an average of the previous three years. However, of note is the fact that two subgroups increased significantly compared the school average. Those subgroups were the low income students and Hispanic students. When looking at internal measures of graduation rate, one measure used is to calculate a rate based on all 12th grade students enrolled in the fall and how many of them graduate the following spring. With this measure the school increased from 61% in 2015 to 67% in 2016. In a different internal measure, students who had been enrolled for all four years of high school were tracked. In 2016, 57% of those students graduated in four years. The overall a-g completion rate did not increase significantly. The class of 2015 and 2016 both had a rate of approximately 16%.

**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.

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>School will involve advisory staff to actively manage students' Personalized Learning Plans to ensure graduation requirements are being met. Additional efforts will be made to engage students in the PLP process as soon as possible after enrollment.</p>	<p><b>ACTUAL</b></p> <p>This action was implemented and is ongoing. Improvements are being made annually based on student and staff input.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>Advisory teacher salaries - 1000-1999 Certificated Salaries - LCFF Base: \$206,519 (repeated expenditure) Counselor salaries - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$92,011 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Advisory teacher salaries - 1000-1999 Certificated Salaries - LCFF Base: \$228,260 (repeated expenditure) Counselor salaries - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$158,607 (repeated expenditure)</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Additional credit recovery options, in particular GradPoint, will be made available, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester.</p>	<p><b>ACTUAL</b></p> <p>This action was implemented and is ongoing. The use of credit recovery courses (GradPoint) is being increased based on need.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>GradPoint summer courses for credit deficient students - 4000-4999 Books and Supplies - LCFF S &amp; C: \$110 (repeated expenditure) Career ladder costs for GradPoin Coordinator - 1000-1999 Certificated Salaries - LCFF Base: \$1,799 (repeated expenditure) Educational Resource Center - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$149,688 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>GradPoint summer courses for credit deficient students - 4000-4999 Books and Supplies - LCFF S &amp; C: \$0 (repeated expenditure) Career ladder costs for GradPoint Coordinator - 1000-1999 Certificated Salaries - LCFF Base: \$1,149 (repeated expenditure) Educational Resource Center - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$137,949 (repeated expenditure)</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Continue to improve counseling/advisory department policies and procedures to insure students are enrolled</p>	<p><b>ACTUAL</b></p> <p>This action is ongoing, including training guidance staff on policies and procedures, and sharing best</p>

	in college prep curriculum.	practices.
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>Director of Counseling compensation - 1000-1999 Certificated Salaries - LCFF Base: \$28,120 (repeated expenditure)  Manager of Academic Support compensation - 1000-1999 Certificated Salaries - LCFF Base: \$21,216 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Director of Counseling compensation - 1000-1999 Certificated Salaries - LCFF Base: \$24,042 (repeated expenditure)  Manager of Academic Support compensation - 1000-1999 Certificated Salaries - LCFF Base: \$20,355 (repeated expenditure)</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.</p>	<p><b>ACTUAL</b></p> <p>Significant research was done in summer of 2016 to review the reasons students were not completing the a-g requirements. Strategies were developed to increase the rate, and additional work to monitor improvement as well as to implement various strategies is continuing.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>Director of Counseling compensation - 1000-1999 Certificated Salaries - LCFF Base: \$28,120 (repeated expenditure)  Manager of Academic Support compensation - 1000-1999 Certificated Salaries - LCFF Base: \$21,216 (repeated expenditure)  Executive Leadership Team compensation - 1000-1999 Certificated Salaries - LCFF Base: \$284,706 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Director of Counseling compensation - 1000-1999 Certificated Salaries - LCFF Base: \$24,042 (repeated expenditure)  Manager of Academic Support compensation - 1000-1999 Certificated Salaries - LCFF Base: \$20,355 (repeated expenditure)  Executive Leadership Team compensation - 1000-1999 Certificated Salaries - LCFF Base: \$323,688 (repeated expenditure)</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Develop and implement a plan to address CDE initiatives for college and career readiness.</p>	<p><b>ACTUAL</b></p> <p>The school has been actively working on plans for improving college application and acceptance rates, as well as career exploration. Analysis of the state's College and Career Readiness indicator has begun and efforts will continue to improve in the areas being measured.</p>

Expenditures	<p><b>BUDGETED</b></p> <p>Director of Counseling compensation - 1000-1999 Certificated Salaries - LCFF Base: \$28,120 (repeated expenditure)</p> <p>Counselor salaries - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$92,011 (repeated expenditure)</p> <p>Assistant Principal compensation for AVID support - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$26,257 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Director of Counseling compensation - 1000-1999 Certificated Salaries - LCFF Base: \$24,042 (repeated expenditure)</p> <p>Counselor salaries - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$158,607 (repeated expenditure)</p> <p>Assistant Principal compensation for AVID support - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$25,044 (repeated expenditure)</p>
Actions/Services	<p><b>PLANNED</b></p> <p>Develop and expand current plan to address science lab experimentation and exploration.</p>	<p><b>ACTUAL</b></p> <p>Science lab sessions were scheduled and organized based on student need. This will be continued in the future.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Science lab rental and supplies - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$21,239 (repeated expenditure)</p> <p>Science lab teacher stipends - 1000-1999 Certificated Salaries - LCFF Base: \$15,127 (repeated expenditure)</p> <p>Career ladder costs for science lab coordinator - 1000-1999 Certificated Salaries - LCFF Base: \$1,199 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Science lab rental and supplies - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$17,505 (repeated expenditure)</p> <p>Science lab teacher stipends - 1000-1999 Certificated Salaries - LCFF Base: \$25,500 (repeated expenditure)</p> <p>Career ladder costs for science lab coordinator - 1000-1999 Certificated Salaries - LCFF Base: \$999 (repeated expenditure)</p>
Actions/Services	<p><b>PLANNED</b></p> <p>Add counseling positions that are 12 months instead of 10 in order to provide improved counseling support over the summer months.</p>	<p><b>ACTUAL</b></p> <p>This action was implemented.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>12 month counseling position compensation - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$37,543 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>12 month counseling position compensation - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$30,356 (repeated expenditure)</p>
Actions/Services	<p><b>PLANNED</b></p>	<p><b>ACTUAL</b></p>

	Increase access and participation in college visits, college info sessions and college testing.	The guidance department is actively working on this and it is an ongoing effort. A College and Career Committee was formed and various options are being explored. College admissions testing (PSAT, SAT, ACT, AP) did see gains this past year.
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>Counseling salaries - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$92,011 (repeated expenditure)  Advisory teachers salaries - 1000-1999 Certificated Salaries - LCFF Base: \$206,519 (repeated expenditure)  Director of Counseling compensation - 1000-1999 Certificated Salaries - LCFF Base: \$28,120 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Counseling salaries - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$158,607 (repeated expenditure)  Advisory teachers salaries - 1000-1999 Certificated Salaries - LCFF Base: \$228,260 (repeated expenditure)  Director of Counseling compensation - 1000-1999 Certificated Salaries - LCFF Base: \$24,042 (repeated expenditure)</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Develop and implement a Freshman Success Course which will support students as they enter high school with their postsecondary planning.</p>	<p><b>ACTUAL</b></p> <p>This action was implemented and improvements will be ongoing based on input from students and staff.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>Director of Counseling compensation - 1000-1999 Certificated Salaries - LCFF Base: \$28,120 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Director of Counseling compensation - 1000-1999 Certificated Salaries - LCFF Base: \$24,042 (repeated expenditure)</p>

**ANALYSIS**

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

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

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

Overall, implementation of the planned actions and services was completed as described.

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

The a-g completion rate has remained about the same the past two years. Graduation rates, when calculated using a four-year cohort, are still low overall. Several of the actions and services include ongoing efforts which will continue to be improved based on staff and

student input. Additional actions and services geared towards improving college and career readiness will be added in the LCAP year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1. Enrollment and ADA were higher than originally budgeted, so more teachers were hired and therefore staff costs were higher.

2. Actual salaries are reported vs. budgeted amounts for salaries for administrators.

3. Costs for the actual use of certain programs, such as summer school credit recovery and science labs are included and varied from budget based on student need.

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.

Graduation rate goals have not been met, so additional actions and services will be added, while most actions and services described here will be continued. The goal of increasing a-g completion rates was also not met, although rates did not decline, and further progress is necessary. Newly added actions and services for this goal can be found in the “Goals, Actions and Services” section of the LCAP.



# Goal 5

Based on the school wide English Language Learner Plan, all identified ELL students will be placed in the appropriate LiveLesson sections to receive support from an ELL teacher based on their grade level and language fluency level. Additional support will be provided to eligible ELL students using Supplemental and Instructional Support Programs (SISP) programs.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL [Charter Goal 1](#) [Charter Goal 2](#) [Charter Goal 4](#)

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

100% of EL students identified will be sectioned into an appropriate SISP and LiveLesson section within 30 days of enrollment or EL identification. EL student attendance will have a target goal of 60% participation in SISP and 60% attendance in Live Lessons.

### ACTUAL

Significant progress was made in both rapid identification of EL students, as well as placement in the appropriate support sections and other support opportunities. Data tracking tools were not available to accurately measure student participation in the supports, however anecdotally, teachers reported that improvement is still needed in this area.

**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.

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Expand personnel assigned to support ELL students in Student Services Department.</p>	<p><b>ACTUAL</b></p> <p>Additional personnel were added who focused on ELL students.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>Additional ELL teacher compensation - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$14,383 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Additional ELL teacher compensation - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$4,047 (repeated expenditure)</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>All Redesignated Fluent English Proficient (RFEP) students will be tracked via the Issue Aware system to monitor success and documents supports needed.</p>	<p><b>ACTUAL</b></p> <p>This action was implemented and is ongoing.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>ELL teachers compensation - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$48,013 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>ELL teachers compensation - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$35,349 (repeated expenditure)</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Expand CELDT testing into the summer so that more students can be placed in support sections or re-designated earlier in the school year.</p>	<p><b>ACTUAL</b></p> <p>This action was completed and this will continue in future years.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>Summer pay for CELDT testing - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$2,446 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Summer pay for CELDT testing - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,606 (repeated expenditure)</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Additional support positions will be added to the Student Services Department to better serve ELL and RFEP students in order to enhance their experience and promote success and retention.</p>	<p><b>ACTUAL</b></p> <p>This action was implemented.</p>

**Expenditures**

**BUDGETED**

Assistant Director of Student Services compensation - 1000-1999 Certificated Salaries - LCFF S & C: \$21,880 (repeated expenditure)  
Administrative Assistant position to support Student Services department - 2000-2999 Classified Salaries - LCFF Base: \$10,120 (repeated expenditure)

**ESTIMATED ACTUAL**

Assistant Director of Student Services compensation - 1000-1999 Certificated Salaries - LCFF S & C: \$24,892 (repeated expenditure)  
Administrative Assistant position to support Student Services department - 2000-2999 Classified Salaries - LCFF Base: \$9,917 (repeated expenditure)

**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.

All planned actions were implemented and progress was made on the stated goal.

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

The goal of improving the time frame for placement of ELL students into support sections and supplemental support opportunities was met. The number of ELL students has increased in recent years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1. Actual salaries are reported vs. budgeted amounts for salaries for administrators.
2. The additional teacher supporting the EL program provided support part time so only a portion of her salary is reported here.
3. Costs for the actual use of certain services, such as summer hours, are included and varied from budget based on student need.

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.

This was an area of success over the past year, and so the focus can be changed somewhat to better meet student needs. The goal and associated measurable outcome was modified to focus on improvement in the resources and support for ELL students. Newly added actions and services for this goal can be found in the "Goals, Actions and Services" section of the LCAP.

# Goal 6

Transferring foster and homeless youth will be promptly enrolled in the school and into classes and transferring foster and homeless youth will be awarded credit for all work completed, including partial credits.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL [Charter Goal 2](#) [Charter Goal 3](#) [Charter Goal 4](#)

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

By the end of 2016-17, using the baseline data from prior years, there will be a 15% decrease in number of days over baseline before a transferring foster youth or homeless student is enrolled in the appropriate school, appropriate classes, and/or awarded all credits earned. 100% of foster and homeless youth will be assigned to a school liaison within 30 days of enrollment or identification.

### ACTUAL

All foster and homeless youth were assigned to a school liaison within 30 days of enrollment or identification. The school was unable to track the number of days to assign students to classes and award credits, but all efforts were made to do this promptly, and there was no evidence that these activities took longer for these students than for other students.

**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.

Actions/Services	<p><b>PLANNED</b></p> <p>Enhance and redefine identification process for foster and homeless youth during the enrollment and placement process.</p>	<p><b>ACTUAL</b></p> <p>This action was accomplished and continued improvements are ongoing.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Counselor compensation - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$92,011 (repeated expenditure)            State Enrollment Coordinator compensation - 2000-2999 Classified Salaries - LCFF Base: \$14,400 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Counselor compensation - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$158,607 (repeated expenditure)            State Enrollment Coordinator compensation - 2000-2999 Classified Salaries - LCFF Base: \$13,679 (repeated expenditure)</p>
Actions/Services	<p><b>PLANNED</b></p> <p>The school will identify and train a liaison who will work closely with all students identified as foster or homeless and provide a personalized support structure to insure their success. These students will be assigned to the student support section of the liaison.</p>	<p><b>ACTUAL</b></p> <p>All students were assigned to the support section and were offered various supports. An advisory teacher and a counselor were identified to be the foster/homeless liaisons. Work to train the liaisons was started but needs to continue annually and additional training resources need to be identified.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Portion of salary (5%) for foster/homeless liaison - 1000-1999 Certificated Salaries - LCFF Base: \$814 (repeated expenditure)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Portion of salary (5%) for foster/homeless liaison - 1000-1999 Certificated Salaries - LCFF Base: \$710 (repeated expenditure)</p>
Actions/Services	<p><b>PLANNED</b></p> <p>Counseling and advisory staff will be trained in identification, placement and support of foster and homeless youth.</p>	<p><b>ACTUAL</b></p> <p>This was begun but additional work is needed and regular training at least annually will be developed and scheduled.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Compensation for counselor assigned to foster/homeless support - 1000-1999 Certificated</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Compensation for counselor assigned to foster/homeless support - 1000-1999 Certificated</p>

**ANALYSIS**

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Overall, progress was made on the implementation of the actions and services and is ongoing. Alternative methods to measure the effectiveness of the program are being researched and discussed.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Improvements in the services provided and resources offered to foster and homeless students are being made. The number of foster and homeless students has increased in recent years.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Primary differences between actual and budgeted expenditures can be explained as follows:</p> <ol style="list-style-type: none"> <li>1. Enrollment and ADA were higher than originally budgeted, so more counselors were hired and therefore staff costs were higher.</li> <li>2. Actual salaries are reported vs. budgeted amounts for salaries for administrative support staff.</li> <li>3. The counselor designated as the foster/homeless liaison was changed from a 10 month to a 12 month employee, resulting in increased compensation.</li> </ol>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>The goal and associated measurable outcome was modified to focus on improvement in the resources and support for the students, including staff training. Newly added actions and services for this goal can be found in the "Goals, Actions and Services" section of the LCAP.</p>

# Stakeholder Engagement

LCAP Year



2017-18



2018-19



2019-20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

### OVERVIEW

Stakeholder feedback, especially from parents and students, has always been very important to the school. This feedback is taken seriously and is used for school improvement each year. Therefore, when first developing the school's LCAP, the school examined the ways that stakeholder feedback is received as a regular and integral part of the school program. One very important method is through the use of various surveys. These surveys are distributed each year as a means of soliciting and gathering stakeholder input. Some questions specifically ask stakeholder to identify areas of need and to receive their input for school improvement. Open ended written comments are also solicited, which are then reviewed along with the compiled overall results. Sample survey questions for each stakeholder group are listed below.

### STAKEHOLDER SURVEYS:

#### PARENTS

##### Sample Survey Questions for Parents

Based on your experiences in this school year, what grade would you give the Connections Academy program overall, for all your students?

Do you recommend Connections Academy to parents whose children are not enrolled in the program?

Compared to your child's/children's previous school, how satisfied are you with the Connections Academy program?

Overall, how satisfied is your child/children with the Connections Academy program?

Please tell us how much you agree or disagree with the following statement about Connections Academy: the teachers improve the learning experience.

Please rate the overall quality of your school events that you have attended this year?

#### STUDENTS

##### Sample Survey Questions for Students

What letter grade would you give to your Connections Academy school for this school year?

What do you like best about your Connections Academy school?

Overall, how satisfied are you with the Connections Academy program?

What would you change about your Connections Academy school?

Compared to your previous school, how satisfied are you with Connections Academy?

Will you continue all the way through 12<sup>th</sup> grade with Connections Academy?

## **STAFF**

During the 2016-17 school year the annual staff survey was updated and the format was changed to make it more accessible and easier for staff members to complete. New sample questions are listed below and to compare to the previous year, we attempted to match some of the previous year's questions with the new questions from this year. In the new format, staff members rated each statement on a scale, with results reported as the percent "favorable", "unfavorable" and "neutral".

### **New Sample Survey Questions for Staff**

I am proud to work at my school.

My school leader clearly sets schoolwide goals and objectives.

I feel comfortable speaking with my manager about my needs.

My school leader clearly communicates information that affects our school.

### **OTHER METHODS:**

In addition to the surveys, various meetings are also held to solicit stakeholder input. These are summarized below:

#### **School Advisory Committee**

The role of the School Advisory Committee is to review the effectiveness of current school programs, policies, and procedures. In addition, the Committee reviews student performance data and plays an integral part in providing valuable feedback on how to improve student achievement. In addition to its role in developing the school's LCAP, the Advisory Committee includes various Title 1 stakeholders and reviews the effectiveness of the Title 1 program and also participates in the WASC process. Efforts are made to include representation from all stakeholder groups in the Committee. For example, Committee members include parents, students, teachers from different grade levels, administrators, school support staff and board members. In addition, parents of students from specific demographic subgroups, such as Special Education, English Language Learners, and Socio-Economically disadvantaged are encouraged to participate in the Committee. During the 2016-17 school year, efforts were made to include more parents of English Language Learner students, so that their input and experiences could be solicited, similar to a DLAC committee at a traditional public school.

School Advisory Committee meetings are held two to three times per year, usually in the fall, mid-year and then in the spring. Meeting agendas include review of school performance, a description of LCAP and the state priorities, and opportunities for specific suggestions and feedback. During the 2016-17 school year, detailed explanation of the new state accountability system, the School Dashboard, was added. Meetings are offered virtually so that stakeholders can participate from any location and do not need to travel to the school office. The meetings are recorded and are available for review at any time. Input given by stakeholders at these meetings is documented and addressed either immediately during the meeting, or as a follow up at a future meeting.

#### **Town Hall Parent Meetings**



Once or twice a year, town hall style meetings are offered to all parents in the school to allow expanded opportunities for ALL parents to give feedback. The school's Parent Involvement Policies and Compact are reviewed, along with school performance data, LCAP and Title I information, accreditation information, and school goals.

### **Brown Bag Staff Meetings**

School leadership holds regular monthly meetings where all staff members are invited, including teachers, administrators and support staff. Various topics are discussed, including school improvement. These are sessions designed to inform staff of current events and dates that are pertinent to them. In addition, participants are encouraged to ask questions that are important to them. Each year, LCAP information and discussion is included, along with information on the state priorities and the charter goals.

### **Charter School Board Meetings**

The Board of Directors for the school meets monthly. These meetings are open to the public. In addition to the board members and administrative staff, school district personnel from our sponsoring district are invited and attend the meetings on occasion. On a regular cycle, the Board addresses school improvement and, in partnership with school administration, sets school goals for the year. Beginning mid-way through the year, the LCAP is a regular item on the board agendas so that board members, district staff and other members of the public can become informed about the LCAP and provide input.

### **Authorizing District input and charter renewal cycle**

The authorizing district conducts annual oversight reviews to evaluate the school's performance and achievements as well as areas of growth. During a year when the school is in charter renewal, a comprehensive review of the entire charter is conducted, with even more attention given to the achievements of the school using a review of the previous five years. The authorizing district staff and board have multiple opportunities to provide input on the school's program and performance during charter renewal as well as during the annual district oversight process. Ultimately, this culminates in an updated charter document, which includes student outcome goals, and a charter renewal vote by the authorizing school board.

### **WASC Accreditation Focus Group Meetings**

During years that the school is engaged in the WASC accreditation process, the input required as part of WASC is used to inform the LCAP. During those years, focus groups meet to discuss school performance and school improvement. All staff members are assigned to focus groups, and other stakeholders are involved through meetings, surveys and other methods. One result of the WASC process is a multi-year Action Plan, which is reviewed and updated annually. This Action Plan is also aligned to the LCAP and the School Improvement Plans so that efforts to increase student achievement are focused and concerted throughout the school.

### **Executive Leadership Team Meetings**

These meetings are held weekly and include representation from the educational leadership at all grade levels, the Special Education (Student Services) department, the Counseling department, and the Business Services department. These representatives are able to articulate the areas of need for their particular departments. LCAP goals are created and refined by the Executive Leadership Team, using stakeholder input. Because there is representation from all areas of the school, including business services, the actions and expenditures required to implement the LCAP can be discussed and agreed upon. In addition, during annual multi-day Leadership Retreats, the LCAP goals, priorities and actions are discussed in depth as a part of the annual school improvement planning cycle.

### **Back to school and end of year 'all staff' meetings**

In addition to the ongoing and regular feedback that all staff can make via their departments and/or supervisors, there are additional opportunities for staff input into school improvement at the beginning of the year and end of the year "all staff" meetings. These meetings may be in person or

conducted virtually, but in either case, staff input is documented and addressed.

### **Community partnerships**

The school engages with various community partners and regularly solicits feedback from these organizations. For example, the school has developed relationships with group foster homes, with organizations who serve amateur student athletes, and with various counseling and mental health organizations. These organizations are able to give feedback on various aspects of the school, including and especially how the school is serving certain “at risk” populations such as foster youth, students with health issues, and Special Education students.

### **SYNTHESIS OF STAKEHOLDER FEEDBACK:**

From late March to early June each year the Executive Leadership Team works to analyze stakeholder feedback and prioritize a list of actions through a series of drafts of the LCAP goals and actions. Updates are given to multiple stakeholders. Feedback on the draft LCAP is also solicited from various stakeholders prior to final adoption.

### **IMPACT ON LCAP AND ANNUAL UPDATE**

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

The following goals were generated to guide the process of receiving and analyzing stakeholder input into the LCAP:

1. Creating an informed community who is engaged in the school and is comfortable giving input.
2. Maintaining stakeholder engagement in the process and checking stakeholder priorities.
3. Alignment of stakeholder input with LCAP goals and actions.
4. Achieving continuous school improvement by using stakeholder feedback to inform changes to the operational and instructional program.

During the annual cycle of developing the LCAP, the stakeholder input received up through the first semester of school is used to guide the development of the initial goals and priorities. In particular, the previous year’s goals and outcomes are reviewed to see where changes may need to be made. When additional input is received during the spring semester, the Executive Leadership team checks for alignment of the draft LCAP goals with the feedback received. When suggestions are received that are not already incorporated into the draft LCAP, the additional input is discussed and a decision is made as to how the specific suggestion fits into the current school improvement priorities, and whether to include any additional goals, actions or expenditures into the LCAP. Each summer and fall, the results of the annual update are reviewed to see if the outcomes are met in order to begin working on updating goals and outcomes for the following year’s LCAP.

During the 2016-17 school year, data from internal measurements was more readily available and multiple years of data were available to analyze trends. In addition, the new state accountability system was launched and so performance in those areas was analyzed. Analysis of data from both of these sources led to similar conclusions about the areas of strengths and areas of need for the school.

### **SYNTHESIS OF STAKEHOLDER FEEDBACK**

As in previous years, the results of the various surveys were analyzed and trends were reviewed. In addition, the input received from the various stakeholder meetings was compiled and reviewed. All stakeholder groups received information about school performance, including the new School Dashboard information during 2016-17. LCAP goals and actions were reviewed and stakeholders were specifically asked if they agreed with the goals.

In creating the annual update for the 2017-18 LCAP, most goals remained the same as stakeholders agreed they were of the highest priority and additional work is still needed. Some modifications were made to goals that have been difficult to measure, or for goals where significant progress had been made and a change in focus was needed. For the goals that were not changed, additional actions and expenditures were added, as described in detail in other sections of the LCAP.

A summary of the survey results is as follows:

- On the parent survey, all areas that were analyzed increased.
- On the student survey all areas that were analyzed increased.
- On the staff survey, trends also appeared to be positive.

School leadership is committed to making the work on updating and improving the School Improvement Plan, the WASC Action Plan, the LEA Plan for Title funds, and the LCAP goals and actions synergistic in order to create a common set of goals and actions. This will also better allow school staff to monitor and evaluate progress on goals, and that analysis can in turn be used to inform modifying the goals to meet the needs of the school. In addition, as a charter school, it is important that the goals in the LCAP support the overarching student outcomes approved in the charter, and that progress towards those student outcomes is the focus of school improvement efforts. Continuing efforts to align these accountability systems will be ongoing.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Goal 1</b>	Each student will develop the necessary Mathematical proficiencies as well as critical thinking skills as measured by state and local assessments.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Charter Goal 1 Charter Goal 2

Identified Need:

Student scores in Math are below state averages for other public schools in most grade levels as indicated on the new state accountability system. On internal measures, students are not making as much annual progress as is needed. Certain at risk populations of student need additional support, such as Special Education and socio-economically disadvantaged students.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Math Performance on state assessments and annual progress on local assessments.	State assessments: Orange performance level  Local assessments: 65% made Satisfactory Progress	By the end of 2017-18, increase student performance by 2% from the established performance levels developed from past data on the internal benchmarks. Growth will be across subgroups.  Increase student		

		performance in all subgroups on state assessments with the expected increase to be determined by summer of 2017 based on the prior two years of state CAASPP data.		
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**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
LEAP and Scantron will be administered at least 2X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs)		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount <input type="text" value="\$25,223 (repeat expenditure)"/>	Amount <input type="text" value="\$0"/>	Amount <input type="text" value="\$0"/>

Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; New High School Assistant Principal	Budget Reference		Budget Reference	
Amount	\$179,424 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Services and Other Operating Expenses; Educational Resource Center	Budget Reference		Budget Reference	
Amount	\$351,946 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Executive Leadership Team compensation	Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
PLCs will discuss Math performance data and determine best strategies and methods and will implement best practices to re-teach Math standards that were missed.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$3,588,102 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Certificated Salaries; General Education teacher compensation, including Title I	Budget Reference:	Budget Reference:



	positions				
Amount	\$11,440 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Career Ladder for Math Department	Budget Reference		Budget Reference	

Action **3**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>			
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The Math Support Program will continue to be updated and improved, including various Supplemental Instructional Support Programs, expand Math tutoring services, expand the Math "Time to Talk", and increase Math Intervention Specialists at various grade levels.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$179,424 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:

Budget Reference	Services and Other Operating Expenses; Educational Resource Center	Budget Reference		Budget Reference	
Amount	\$28,824 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	Federal Revenues - Title I	Source		Source	
Budget Reference	Certificated Salaries; Math Intervention Specialists compensation	Budget Reference		Budget Reference	
Amount	\$4,180 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	Federal Revenues - Title I	Source		Source	
Budget Reference	Services and Other Operating Expenses; Math tutoring services	Budget Reference		Budget Reference	
Amount	\$1,241 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Summer hours for elementary Math program planning	Budget Reference		Budget Reference	

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>The Special Education PLC will work to analyze assessment results for SpED students, determine additional interventions needed, and implement those interventions. The structure of the SpED support will be modified to provide more individualized student support.</p>		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$310,701 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: Other Federal Funds	Source:	Source:

Budget Reference	Certificated Salaries; Special Education teacher salaries	Budget Reference		Budget Reference	
Amount	\$29,448 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Director of Student Services compensation	Budget Reference		Budget Reference	
Amount	\$20,149 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Additional Assistant Director of Student Services	Budget Reference		Budget Reference	

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue to implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$950 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Services and Other Operating Expenses; AVID membership and resources	Budget Reference:	Budget Reference:

Amount	\$880 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; AVID Coordinator career ladder compensation	Budget Reference		Budget Reference	
Amount	\$25,233 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Assistant Principal in charge of AVID program	Budget Reference		Budget Reference	

Action 6

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

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

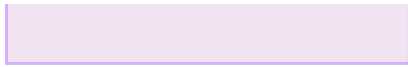
2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Enhance and improve the Student Study Team process across grade levels in order to identify, provide interventions for, and possibly refer for Special Education those students who are struggling academically.		

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$1,320 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	; Student Study Team Coordinators	Budget Reference		Budget Reference	



career ladder compensation



New

Modified

Unchanged

## Goal 2

Each student will develop the necessary English Language Arts skills as reported by state and local assessments.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL [Charter Goal 1](#) [Charter Goal 2](#)

Identified Need:

On the new state tests, while ELA scores almost always exceeded the state average, they declined between 2015 and 2016. In addition, local assessments show room for improvement. In addition, certain at risk populations of students need additional support, such as Special Education and socio-economically disadvantaged students.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA Performance on state assessments and annual progress on local assessments.	<p>State assessments: Yellow performance level</p> <p>Local assessments: 62% made Satisfactory Progress</p>	<p>By the end of 2017-18, increase student performance by 2% from the established performance levels developed from past data on the internal benchmarks. Growth will be across subgroups.</p> <p>Increase student performance in all subgroups on state assessments with the expected increase to be determined by summer of 2017 based on the prior two years of state CAASPP data.</p>		

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
PLCs will discuss ELA performance data and determine best strategies and methods and will implement best practices to re-teach ELA standards that were missed.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount <input type="text" value="\$351,946 (repeat expenditure)"/>	Amount <input type="text" value="\$0"/>	Amount <input type="text" value="\$0"/>
Source <input type="text" value="LCFF"/>	Source <input type="text"/>	Source <input type="text"/>

Budget Reference	Certificated Salaries; Executive Leadership Team compensation	Budget Reference		Budget Reference	
Amount	\$179,424 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Services and Other Operating Expenses; Educational Resource Center	Budget Reference		Budget Reference	
Amount	\$25,223 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Additional high school Assistant Principal compensation	Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
LEAP and Scantron will be administered at least 2X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs).		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$3,588,102 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Certificated Salaries; General Education teacher	Budget Reference:	Budget Reference:

compensation

Action 3

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

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Teachers will use standards based reports to determine student intervention needs and will assign students to ELA interventions.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$179,424 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Services and Other Operating Expenses; Educational Resource Center	Budget Reference:	Budget Reference:

Amount	\$3,588,102 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; General Education teacher compensation	Budget Reference		Budget Reference	



Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>The Special Education PLC will work to analyze assessment results for SpED students, determine additional interventions needed, and implement those interventions. The structure of the SpED support will be modified to provide more individualized student support.</p>		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$310,701 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: Other Federal Funds	Source:	Source:

Budget Reference	Certificated Salaries; Special Education Teacher compensation	Budget Reference		Budget Reference	
Amount	\$29,448 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Director of Student Services compensation	Budget Reference		Budget Reference	
Amount	\$20,149 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; New Assistant Director of Student Services compensation	Budget Reference		Budget Reference	

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue to implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$950 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Services and Other Operating Expenses; AVID membership and resources	Budget Reference:	Budget Reference:

Amount	\$880 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; AVID Coordinator career ladder compensation	Budget Reference		Budget Reference	
Amount	\$25,223 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Assistant Principal responsible for AVID Coordination	Budget Reference		Budget Reference	

Action 6

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

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

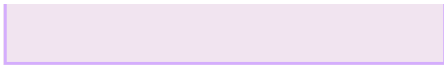
**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Enhance and improve the Student Study Team process across grade levels in order to identify, provide interventions for, and possibly refer for Special Education those students who are struggling academically.		

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$1,320 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Student Study Team Coordinators	Budget Reference		Budget Reference	

career ladder compensation



## Goal 3

The school will continue with its ongoing plans to increase student retention and parent participation and engagement. The school will cultivate an inclusive relationship with parents and students. The school will also engage students as active participants in student learning. Particular emphasis will be placed on support for socio-economically disadvantaged students.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL [Charter Goal 2](#) [Charter Goal 4](#) [Charter Goal 6](#)

Identified Need:

The school still experiences high student turnover rates, both during the school year as well as between school years. Data indicates that the turnover may be higher for certain at risk groups, such as low income subgroups, as well as Hispanic and African American students. The school is also exploring additional ways to track turnover and to identify the reasons for turnover.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent with a Positive Intent to Return, Withdrawal rate during the school year	"Intent to Return=Yes" rate: 64%  Withdrawal during School year rate: TBD for 2016-17 as baseline	By the end of 2017-18, increase the positive "Intent to Return" responses by 2% and decrease the "during school year" withdrawal rate by 2%.		

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>The Learning Coach Support System will be expanded, including further enhancements to the Learning Coach Support Plan, including improvements to the onboarding process, improved summer engagement activities, as well as ongoing activities throughout the year. Training on marking attendance will also be rolled out.</p>		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
---------	---------	---------



Amount	\$440 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; School Culture Specialist career ladder compensation	Budget Reference		Budget Reference	
Amount	\$30,866 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Family Relationship Specialist teacher compensation	Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Secondary teachers will be assigned to support students, develop and foster relationships, and monitor academic and other metrics through consistent synchronous communication. Particular attention will be paid to students who are performing below "proficiency" or are otherwise "at risk".		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount <input type="text" value="\$120,436 (repeat expenditure)"/>	Amount <input type="text" value="\$0"/>	Amount <input type="text" value="\$0"/>
Source <input type="text" value="Federal Revenues - Title I"/>	Source <input type="text"/>	Source <input type="text"/>

Budget Reference	Certificated Salaries; Counselor compensation	Budget Reference		Budget Reference	
Amount	\$1,247,295 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Secondary teacher compensation	Budget Reference		Budget Reference	
Amount	\$227,618 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Advisory teacher compensation	Budget Reference		Budget Reference	

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>The Community Outreach Coordinator duties will be enhanced and additional teacher support will be provided in order to continue to better engage parents in organizing and attending field trip opportunities.</p>		

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$21,394 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Classified Salaries; Community Outreach Manager	Budget Reference		Budget Reference	

	compensation				
Amount	\$5,720 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Field trip and student activities Coordinators career ladder compensation	Budget Reference		Budget Reference	
Amount	\$18,000 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Services and Other Operating Expenses; Student activities budget line item	Budget Reference		Budget Reference	

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Families who need computers and/or Internet access to participate in the charter program will be able to apply to receive loaned technology. Families will be able to apply at any point in the school year. School will provide laptops instead of desktops starting in 2017-18		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$762,591 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:

Budget Reference	Books and Supplies; Student technology assistance budget line item	Budget Reference		Budget Reference	
Amount	\$74,000 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Services and Other Operating Expenses; Internet Subsidy payments	Budget Reference		Budget Reference	

Action 5

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

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Additional support positions will be added to the Student Services Department to better serve Special Education, ELL and 504 students in order to enhance their experience and promote success and retention.		

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$20,149 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; New Assistant Director of Student	Budget Reference		Budget Reference	



	Services compensation				
Amount	\$11,161 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Classified Salaries; New Administrative Assistant to support Student Services	Budget Reference		Budget Reference	
Amount	\$3,080 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Student Services Specialists career ladder compensation	Budget Reference		Budget Reference	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
An attendance committee will be formed to review and analyze reasons for decreased attendance rates the past several years.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$20,241 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Certificated Salaries; Manager of Academic Support compensation	Budget Reference:	Budget Reference:

Amount	\$21,394 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Classified Salaries; School Outreach Manager compensation	Budget Reference		Budget Reference	

New
  Modified
  Unchanged

## Goal 4

Graduation rates and UC a-g completion rates will increase.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Charter Goal 3

Identified Need:

Graduation rate and a-g completion rate are still low compared to state averages. Even when examining internal indicators using alternative measures of graduation rate, sufficient progress has not yet been made. Some of the challenges are the result of the student turnover rate and the number of high school students who enter the school at all grade levels deficient in credits.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rates on external and internal measures and a-g completion rate	Four year cohort graduation rate=52% 12 grade graduation rate=67% a-g completion rate=16%	Increase graduation rate by 2% on internal measurements. Increase the percentage of graduates meeting all a-g requirements by 2%.		

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
School will involve advisory staff to actively manage students' Personalized Learning Plans to ensure graduation requirements are being met. Additional efforts will be made to engage students in the PLP process as soon as possible after enrollment.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount <input type="text" value="\$120,436 (repeat expenditure)"/>	Amount <input type="text" value="\$0"/>	Amount <input type="text" value="\$0"/>

Source	Federal Revenues - Title I	Source		Source	
Budget Reference	Certificated Salaries; Counselor salaries	Budget Reference		Budget Reference	
Amount	\$227,618 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Advisory teacher salaries	Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Additional credit recovery options, in particular GradPoint, will be made available, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester.		

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$1,100 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Books and Supplies; GradPoint summer courses for	Budget Reference		Budget Reference	

	credit deficient students				
Amount	\$1,320 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; GradPoint Coordinator career ladder compensation	Budget Reference		Budget Reference	
Amount	\$179,424 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Services and Other Operating Expenses; Educational Resource Center	Budget Reference		Budget Reference	



Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue to improve counseling/advisory department policies and procedures to insure students are enrolled in college prep curriculum.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$23,908 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Certificated Salaries; Director of Counseling compensation	Budget Reference:	Budget Reference:

Amount	\$20,241 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Manager of Academic Support compensation	Budget Reference		Budget Reference	
Amount	\$1,760 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	Federal Revenues - Title I	Source		Source	
Budget Reference	Certificated Salaries; Career Ladder compensation for Counseling Coordinators for training	Budget Reference		Budget Reference	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$23,908 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Certificated Salaries; Director of Counseling compensation	Budget Reference:	Budget Reference:

Amount	\$20,241 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Manager of Academic Support compensation	Budget Reference		Budget Reference	
Amount	\$351,946 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Executive Leadership Team compensation	Budget Reference		Budget Reference	

Action **5**

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

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Develop and implement a plan to address CDE initiatives for college and career readiness, including analysis of the new Career and College Readiness performance indicator to determine how to improve student performance.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$15,499 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: College Readiness Block Grant	Source:	Source:
Budget Reference: Certificated Salaries; College and Career Counseling	Budget Reference:	Budget Reference:

	position added				
Amount	\$23,908 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Director of Counseling compensation	Budget Reference		Budget Reference	
Amount	\$351,946 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Executive Leadership Team compensation	Budget Reference		Budget Reference	

Action 6

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

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Expand current plan to address science lab experimentation and exploration and add a-g approved Visual/Performing Arts courses.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$23,908 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Certificated Salaries; Director of Counseling compensation	Budget Reference:	Budget Reference:

Amount	\$7,800 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Services and Other Operating Expenses; Science Lab teacher services/stipends	Budget Reference		Budget Reference	
Amount	\$34,989 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Services and Other Operating Expenses; Science lab rentals and supplies	Budget Reference		Budget Reference	
Amount	\$1,320 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Science lab coordinators career ladder compensation	Budget Reference		Budget Reference	



Action **7**

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

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increase access and participation in college visits, college info sessions and college testing. Implement plan for College and Career Readiness Grant funds, including offering additional services such as Road Trip Nation, additional college and career application support, scholarships for college tours and financial support for more students to take college entrance tests.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$15,499 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	College Readiness Block Grant	Source		Source	
Budget Reference	Certificated Salaries; College and Career Counseling position added	Budget Reference		Budget Reference	
Amount	\$3,000 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	College Readiness Block Grant	Source		Source	
Budget Reference	Services and Other Operating Expenses; Payment for college entrance tests for low income students	Budget Reference		Budget Reference	
Amount	\$23,908 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Director of Counseling compensation	Budget Reference		Budget Reference	
Amount	\$4,375 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	College Readiness Block Grant	Source		Source	
Budget Reference	Services and Other Operating Expenses; Scholarships for college tours for low income students	Budget Reference		Budget Reference	
Amount	\$5,000 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	College Readiness Block Grant	Source		Source	
Budget Reference	Books and Supplies; Road Trip Nation curriculum	Budget Reference		Budget Reference	

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide                  OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Establish a College and Career Readiness Committee to discuss and analyze data and trends for college application and acceptance rates, which will also assist in implementing the College and Career Readiness Grant funds according to the approved plan.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$23,908 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:

Budget  
Reference

Certificated Salaries;  
Director of Counseling  
compensation

Budget  
Reference

Budget  
Reference

New
  Modified
  Unchanged

## Goal 5

The English Language Learner program will be further developed and implemented. Additional support will be provided to eligible ELL students using scheduled teacher synchronous support, Supplemental and Instructional Support Programs (SISP) programs and new credit bearing courses for high school ELL students.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL [Charter Goal 1](#) [Charter Goal 2](#)

Identified Need:

Initial support efforts to quickly identify and place ELL students into teacher support sections has been successful, however, further development of the program overall is needed. New state accountability measures will be reviewed and analyzed and outcomes, goals and associated metrics will be developed over the next two year.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Successful implementation of new elements of ELL program	TBD by the end of 2017-18 school year.	Students take and pass courses at a minimum 75% rate.		

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Expand personnel assigned to support ELL students in Student Services Department.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$21,104 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Certificated Salaries;	Budget Reference:	Budget Reference:

	Compensation for additional ELL teachers added				
Amount	\$1,320 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Career Ladder for EL Specialist position	Budget Reference		Budget Reference	

Action **2**

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

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Develop and implement credit bearing language support courses for EL students in high school.		

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$110 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Books and Supplies; EL course materials	Budget Reference		Budget Reference	



Action 3

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

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Expand CELDT testing into the summer so that more students can be placed in support sections or re-designated earlier in the school year.		

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$1,861 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Summer pay for CELDT testing	Budget Reference		Budget Reference	

Action 4

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>			
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Additional support positions will be added to the Student Services Department to better serve ELL and RFEP students in order to enhance their experience and promote success and retention.</p>		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20			
Amount	\$20,149 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Additional Assistant Director of	Budget Reference		Budget Reference	

	Student Services compensation				
Amount	\$11,161 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Classified Salaries; Additional Administrative Support position to support Student Services Department	Budget Reference		Budget Reference	

Action 5

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

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Design and implement processes for identifying and transitioning Long Term English Learner students.		

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$58,200 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; EL teacher salaries	Budget Reference		Budget Reference	
Amount	\$29,448 (repeat expenditure)	Amount	\$0	Amount	\$0

Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Director of Student Services compensation	Budget Reference		Budget Reference	

New

Modified

Unchanged

## Goal 6

The school will develop a support program for foster and homeless youth in compliance with state and federal law, which will, among other things, insure that transferring foster and homeless youth are promptly enrolled in the school and into classes, awarded credits and provided with a liaison who will offer support services and resources.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL [Charter Goal 2](#) [Charter Goal 3](#) [Charter Goal 4](#)

Identified Need:

The school has enrolled an increased number of foster and homeless youth who need intensive support services to be successful. The school had identified improvements that can be made to insure these students are able to fully participate in the school program in compliance with federal law. Additional resources and supports can be identified and additional training will help staff to implement the supports.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Policies, procedures and training resources	Existing policies and procedures for homeless and foster youth	Policies, procedures and training resources will be completed, including a list of available resources which will be provided to foster/homeless youth		

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Specific Student Group(s): <u>Foster/homeless students</u>
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide         OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Enhance and redefine identification process for foster and homeless youth during the enrollment and placement process.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$120,436 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: Federal Revenues - Title I	Source:	Source:

Budget Reference	Certificated Salaries; Counselor compensation	Budget Reference		Budget Reference	
Amount	\$14,185 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Classified Salaries; Enrollment Coordinator compensation	Budget Reference		Budget Reference	



Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>The school will identify and train a liaison who will work closely with all students identified as foster or homeless and provide a personalized support structure to insure their success. These students will be assigned to the student support section of the liaison.</p>		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$747 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:

Budget  
Reference

Certificated Salaries;  
Portion of salary for assigned  
foster/homeless liaisons

Budget  
Reference

Budget  
Reference

Action **3**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> Specific Student Group(s): <u>Foster/homeless</u>
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Foster/homeless youth will be automatically be eligible to receive various interventions through PLC discussions, student support section, enhanced monitoring by advisory teachers and Personalized Learning Plan customization.		

**BUDGET EXPENDITURES**

**2017-18**

Amount

\$227,618 (repeat expenditure)

Source

LCFF

Budget  
Reference

Certificated Salaries;  
Advisory teacher compensation

**2018-19**

Amount

\$0

Source

Budget  
Reference

**2019-20**

Amount

\$0

Source

Budget  
Reference

Action 4

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

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): Foster/homeless students

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Counseling and advisory staff will be trained in identification, placement and support of foster and homeless youth.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$19,871 (repeat expenditure)	Amount: \$0	Amount: \$0
Source: Federal Revenues - Title I	Source:	Source:
Budget Reference: Certificated Salaries; counselor compensation assigned as foster/homeless liaison	Budget Reference:	Budget Reference:

Amount	\$1,760 (repeat expenditure)	Amount	\$0	Amount	\$0
Source	Federal Revenues - Title I	Source		Source	
Budget Reference	Certificated Salaries; Career Ladder compensation for Counselor Coordinators assigned to training	Budget Reference		Budget Reference	

Action **5**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Online tutoring services will be offered in selected subjects for foster/homeless students to enhance the support given and increase academic success.		

**BUDGET EXPENDITURES**

**2017-18**

Amount

\$220 (repeat expenditure)

Source

Federal Revenues - Title I

Budget  
Reference

Services and Other Operating  
Expenses;  
Online tutoring services

**2018-19**

Amount

\$0

Source

Budget  
Reference

**2019-20**

Amount

\$0

Source

Budget  
Reference



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year



2017-18



2018-19



2019-20

Estimated Supplemental and Concentration Grant Funds:

\$610,767

Percentage to Increase or Improve Services:

7.60%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The various services described in the 2017-18 LCAP are intended to improve outcomes for all our students. The goals in the LCAP were set based on the overall charter pupil outcome goals, in alignment with the state priorities, and were developed with stakeholder input by identifying the most urgent needs of the students for the upcoming year. In addition, the school expects that approximately 43% of its student population will be considered 'unduplicated pupils'. The school is confident that by working towards the goals in the LCAP, student achievement and success will be improved for unduplicated pupils as well as other groups of students.

As the state's LCFF funding formula moves closer to being fully funded, the increase in supplemental funds from LCFF is due primarily in overall school growth each year, rather than any significant change in student demographic composition. As additional "unduplicated" students are added due to this growth, the programs and services offered by the school will continue to be expanded to serve these new students.

The increase in supplemental funds will be used during 2017-18 to hire additional elementary and advisory teachers and counselors, to hire an additional EL teacher, to continue to expand the AVID program, to enhance credit recovery options, to provide additional technology assistance to needy families, hire a counselor who will focus exclusively on college and career readiness efforts, and to provide additional science and visual/performing arts course opportunities that will increase the percentage of students graduating with a-g requirements met.

The charter school estimates that 43% of the students served will be considered unduplicated pupils. Services will be increased above the 7.6% minimum as follows:

1. Enhance the compensation packages of teachers in order to retain highly effective teachers trained in virtual school instruction
2. Increase student technology assistance to provide additional technology and internet service
3. Continue to improve and add services for English Language Learner students, in particular by adding credit based courses during the 2017-18 school year for high school ELL students
4. Add additional advisory teachers, counselors and intervention teachers, including staff dedicated to homeless and foster youth support

5. Continue implementation of the AVID program, expanding into additional grade levels

6. Add additional credit recovery options for at risk students, including additional funds for the summer school program which will be awarded to students who are at the highest risk of not graduating on time

7. Add additional opportunities for a-g coursework, including addition of a-g approved visual and performing arts courses, and expansion of the science labs offerings, which should help to increase the percentage of students who graduate with all the UC a-g requirements met

8. Addition of a counselor to exclusively focus on college and career readiness, to identify and implement programs and services to increase the rates of students considered college and career ready, and improve student engagement at the high school level

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