

No Child Left Behind Act of 2001

SINGLE SCHOOL DISTRICT PLAN

To meet the requirements of the
Local Educational Agency Plan and Single Plan for Student Achievement
Updated for 2016-17 School Year

Approved by the Board of Directors January 24, 2017

And

Local Control and Accountability Plan

Approved by the Board of Directors June 28, 2016

Capistrano Unified
Capistrano Connections Academy



July 1, 2016 - June 30, 2019

Introduction:

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Capistrano Connections Academy is setting a new standard for virtual education excellence in California. Students benefit from a top-quality curriculum that combines the best in print and technology to meet all California Content Standards and Common Core State Standards. Each student has a Personalized Learning Plan and one or more highly qualified California-certified teachers working with expert curriculum specialists to tailor the curriculum to meet that student's individual learning needs. More than an online school, Capistrano Connections Academy is a virtual learning community that connects students, teachers, and families through unique technology tools as well as face-to-face interaction. The school serves a diverse population of students in grades K-12 throughout Orange County and the adjacent counties of Los Angeles, Riverside, San Bernardino and San Diego. The school serves approximately 40% socio-economically disadvantaged students.

Capistrano Connections Academy 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.

In recognition of its effective and innovative educational approach, Capistrano Connections Academy has been accredited for grades K-12 by the Western Association of Schools and Colleges (WASC). Due to the demand for high quality virtual school options, the school has grown dramatically in the twelve years since it first opened, with a minimum of 15% growth each year, and growth of 25% some years. The school is part of a network of similar charter schools, all of which are partners with an education management company, Connections Academy of California, LLC, a subsidiary of Connections Education, LLC, which is a nationally recognized leading virtual school provider for curriculum, technology, and school support services.

One important factor when considering student outcomes for the school is 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, which uses an independent study model, 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, i.e. medical reasons, sports, 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.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies? (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district,

goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
OVERVIEW	The following goals were generated to guide the process of receiving

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

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.

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 12th grade with Connections Academy?

STAFF

Sample Survey Questions for Staff

Please grade your overall satisfaction working for a Connections Academy school.

Please grade your overall satisfaction with your immediate supervisor.

In what areas is your immediate supervisor doing well?

In what ways could your supervisor improve?

What is the single improvement that Connections Education or the school could make to increase your satisfaction with the company or your job?

What concerns about the school or Connections Education or suggestions for improvement do you have?

Rate your Overall Satisfaction on these areas (4-Point Scale)

-

Working for California Connections Academy

-

Your Immediate Supervisor

-

Working with the management company staff

Rate your overall experience with school management (6-Point Scale)

-

I feel empowered to manage myself without close supervision

-

My immediate supervisor listens effectively

-

My school leader clearly communicates school-wide goals and objectives

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. In the past, these meetings were primarily focused on Title I programs, and therefore have included various Title 1 stakeholders and have reviewed the effectiveness of the Title 1 program. The Committee plays an integral part in providing valuable feedback on how to improve student achievement. The role of the Advisory Committee was expanded during 2013-14 to incorporate more stakeholders and to expand the focus so that the LCAP process and priorities could be addressed. The Committee 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. 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. 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 the next 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.

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.

Annual Update:

OVERVIEW

During the 2015-16 school year, stakeholder engagement strategies continued, including but not limited to surveys, school advisory committee meetings, town hall parent meetings, brown bag staff meetings, leadership team meetings and charter school board meetings. The following information was reviewed and analyzed in order to inform the LCAP development.

STAKEHOLDER SURVEY DATA

The following are results from the 2015-16 Parent Survey:

Annual Update:

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

What overall grade would you give to the Connections Academy Program?

Grade A=66.8%, B=23.7%

This is higher than the previous year.

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

Yes=91.4%

This is slightly lower than the previous year.

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

65.1%=Much More Satisfied, 17.1%=Somewhat More Satisfied

This is slightly higher than the previous year.

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

69.2%=Very Satisfied, 25.4%=Somewhat Satisfied

This is slightly higher than the previous year.

Please tell us how much you agree or disagree with the following statement about Connections Academy:

The teachers improve the learning experience.

44.2%=Agree Strongly, 47.3%=Agree

This is slightly higher than the previous year.

Please rate the overall quality of your school's events you have attended this school year.

46.9%=Excellent, 43.8%=Good

This is slightly higher than the previous year.

ongoing.

During 2015-16, the majority of the data on student outcomes that was examined was from prior years. Data from the 2014-15 and 2015-16 school year, especially from locally administered assessment tools, is still being collected and analyzed. The school is still determining the best types of data and the best format to fully analyze whether the LCAP outcomes are being reached. This year, much information was gained about what data can be gathered, how to best analyze it, and how to best interpret and apply the analysis. In future years, more specific data from the measurement tools in the LCAP will be available for analysis, and new measurement tools will be added. The results of this analysis along with the stakeholder feedback will form the basis of LCAP revisions.

The following are the results of the 2015-16 Student Survey

What letter grade would you give your Connections Academy school for the 2014-15 school year?

54%=A, 30%=B

This represents a significant increase from the prior year.

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

52%=Very Satisfied, 36%=Somewhat Satisfied

This represents an increase overall as well as a significant increase in "very satisfied".

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

56%=Much More Satisfied, 28%=Somewhat More Satisfied

This represents an increase overall as well as an increase in "much more satisfied".

Will you continue all the way through 12th grade with Connections Academy?

32%=Yes, Definitely, 34%=Probably

This represents a significant increase from the prior year.

The following are the results of the 2015-16 Staff Survey:

The results below are for question where a rating is given. Other open response questions, such as the ones listed in the previous section, are also reviewed and analyzed.

Rate your Overall Satisfaction on these areas (4-Point Scale)

-

Working for California Connections Academy: 3.30 (increase from

prior year)

-

Your Immediate Supervisor: 3.66 (increase from prior year)

-

Working with the management company staff: 3.51 (increase from prior year)

Rate your overall experience with school management (6-Point Scale)

-

I feel empowered to manage myself without close supervision: 5.53 (increase from prior year)

-

My immediate supervisor listens effectively: 5.50 (increase from prior year)

-

My school leader clearly communicates school-wide goals and objectives: 5.39 (increase from prior year)

SYNTHESIS OF STAKEHOLDER FEEDBACK

The stakeholder feedback from various routes was reviewed and discussed during Spring of 2016. Overall, it was noted that satisfaction with the program by most stakeholders is increasing in almost all areas. As a result, most goals and actions in the LCAP were kept intact, in order to continue work in the prioritized areas, but some modifications were made, and additional actions and expenditures were added, as described in detail in other sections of the LCAP.

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of

schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA's goal(s) to address state priorities related to “Pupil Outcomes”?

- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Each student will develop the necessary Mathematical proficiencies as well as critical thinking skills as measured by state and local assessments.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE Only: 9__ 10__ Local: <u>Charter Goal 1 Charter Goal 2</u>
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Identified Need:	Student scores in Math are below state averages for other public schools in most grade levels (using data from the first administration of the new state tests). Certain at risk populations of student need additional support, such as Special Education and socio-economically disadvantaged students.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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)	Charter-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Educational Resource Center - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$416,430 (repeated expenditure) Assistant Principal compensation - 1000-1999 Certificated Salaries - LCFF S & C: \$77,576 (repeated expenditure)

			Executive Leadership Team compensation - 1000-1999 Certificated Salaries - LCFF Base: \$836,356 (repeated expenditure)
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	General Education Teacher compensation, includes Title I positions - 1000-1999 Certificated Salaries - LCFF Base: \$8,377,897 (repeated expenditure) Career ladders costs for Math Department - 1000-1999 Certificated Salaries - LCFF Base: \$40,739 (repeated expenditure)
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Educational Resource Center - 5000-5999 Services and Other Operating Expenses - LCFF

		__Other Subgroups: _____	Base: \$416,430 (repeated expenditure) Math Intervention Specialists - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$96,200 (repeated expenditure)
The Special Education PLC will work to analyze assessment results for SpED students, determine additional interventions needed, and implement those interventions.	Charter-Wide	__All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Special Education</u>	Special Education teacher salaries - 1000-1999 Certificated Salaries - Other Federal Funds: \$568,329 (repeated expenditure) Director of Student Services - 1000-1999 Certificated Salaries - LCFF Base: \$92,118 (repeated expenditure)
Continue to implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.	Charter-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	AVID membership and resources - 5000-5999 Services and Other Operating Expenses - LCFF S

		<input type="checkbox"/> Other Subgroups: _____	& C: \$2,730 (repeated expenditure) Career Ladder costs for AVID coordinators - 1000-1999 Certificated Salaries - LCFF S & C: \$3,570 (repeated expenditure) Assistant Principal in charge of AVID - 1000-1999 Certificated Salaries - LCFF S & C: \$77,576 (repeated expenditure)
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Career ladder costs for Student Study Team Coordinators - 1000-1999 Certificated Salaries - LCFF Base: \$5,314 (repeated expenditure)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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)	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
The Special Education PLC will work to analyze assessment results for SpED students, determine additional interventions needed, and implement those interventions.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	\$0
Continue to implement and expand the AVID program in order to provide additional support	Charter-Wide	<input checked="" type="checkbox"/> All -----	\$0

for college readiness to at risk student populations.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	By the end of 2018-19, 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 2018 based on the trends of prior years of state CAASPP data.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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)	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0

<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>Charter-Wide</p>	<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>	<p>\$0</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>Charter-Wide</p>	<p>__ All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Special Education</u></p>	<p>\$0</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>Charter-Wide</p>	<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>	<p>\$0</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>Charter-Wide</p>	<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>	<p>\$0</p>

GOAL:	Each student will develop the necessary English Language Arts skills as reported by state and local assessments.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE Only: 9__ 10__ Local: <u>Charter Goal 1 Charter Goal 2</u>
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Identified Need:	On the new state tests, using data from the first administration, all grade levels exceeded the state average. However, it is not yet clear if the results will meet the federal proficiency rates, and 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.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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).	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Educational Resource Center - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$416,430 (repeated expenditure) Assistant Principal compensation - 1000-1999 Certificated Salaries - LCFF S & C: \$77,576 (repeated expenditure)

			Executive Leadership Team compensation - 1000-1999 Certificated Salaries - LCFF Base: \$836,356 (repeated expenditure)
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.	Charter-Wide	<u>X</u> All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	General Education teacher compensation - 1000-1999 Certificated Salaries - LCFF Base: \$8,377,897 (repeated expenditure)
Teachers will use standards based reports to determine student intervention needs and will assign students to ELA interventions.	Charter-Wide	<u>X</u> All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	Educational Resource Center - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$416,430 (repeated expenditure) General Education Teacher compensation - 1000-1999 Certificated Salaries - LCFF Base: \$8,377,897

			(repeated expenditure)
<p>The Special Education PLC will work to analyze assessment results for SpED students, determine additional interventions needed, and implement those interventions.</p>	<p>Charter-Wide</p>	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Special Education</u></p>	<p>Special Education teacher salaries - 1000-1999 Certificated Salaries - Other Federal Funds: \$568,329 (repeated expenditure)</p> <p>Director of Student Services - 1000-1999 Certificated Salaries - LCFF Base: \$92,118 (repeated expenditure)</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>Charter-Wide</p>	<p><u>X</u> All ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: _____</p>	<p>AVID services and resources - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$2,730 (repeated expenditure)</p> <p>Career ladder costs for AVID coordinators - 1000-1999 Certificated Salaries - LCFF S</p>

			& C: \$3,570 (repeated expenditure) Assistant Principal for AVID coordination - 1000-1999 Certificated Salaries - LCFF S & C: \$77,576 (repeated expenditure)
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.	Charter-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Career ladder costs for Student Study Team coordinators - 1000-1999 Certificated Salaries - LCFF Base: \$5,314 (repeated expenditure)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<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>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PLCs will discuss ELA performance data and determine best strategies and methods and will implement best practices to re-teach ELA	Charter-Wide	<u>X</u> All ----- OR:	\$0

standards that were missed.		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
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).	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Teachers will use standards based reports to determine student intervention needs and will assign students to ELA interventions.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
The Special Education PLC will work to analyze assessment results for SpED students, determine additional interventions needed, and implement those interventions.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	\$0
Continue to implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Enhance and improve the Student Study Team process across grade levels in order to	Charter-Wide	<input checked="" type="checkbox"/> All -----	\$0

identify, provide interventions for, and possibly refer for Special Education those students who are struggling academically.	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>By the end of 2018-19, 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 2018 based on the trends of prior years of state CAASPP data.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
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).	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Teachers will use standards based reports to determine student intervention needs and will assign students to ELA interventions.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$0

		<u> </u> Other Subgroups: _____	
The Special Education PLC will work to analyze assessment results for SpED students, determine additional interventions needed, and implement those interventions.	Charter-Wide	<u> </u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Special Education</u>	\$0
Continue to implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.	Charter-Wide	<u>X</u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____	\$0
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.	Charter-Wide	<u>X</u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____	\$0

GOAL:	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.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE Only: 9__ 10__ Local: <u>Charter Goal 2 Charter Goal 4</u>
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Identified Need:	Many students enroll in a virtual school program due to temporary conditions, and may then return to a traditional program. This can lead to a turnover rate that is higher than traditional schools experience. There are some students who could benefit from additional engagement and support in the virtual program so that they stay in the program over a longer period of time and do not experience as much disruption to their educational continuity. When students are not successful in the virtual program, this also contributes to increased drop out rates and lower graduation rates. School data shows that the school has a relatively low rate of students returning, despite positive data from parent and student surveys. At risk and socio-economically disadvantaged students may face additional obstacles to success in a virtual school, such as lack of support in the home, and therefore require additional support from the school.
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Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	School Culture Specialist career ladder costs - 1000-1999 Certificated Salaries - LCFF Base: \$1,771 (repeated expenditure) Family Relations Specialist teachers - 1000-1999

			Certificated Salaries - LCFF Base: \$127,485 (repeated expenditure)
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".	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Secondary teacher compensation - 1000-1999 Certificated Salaries - LCFF Base: \$4,239,622 (repeated expenditure) Advisory teacher compensation - 1000-1999 Certificated Salaries - LCFF Base: \$610,169 (repeated expenditure) Counselor compensation - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$271,851 (repeated expenditure)
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	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Community Outreach Coordinator compensation -

<p>attending field trip opportunities.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>2000-2999 Classified Salaries - LCFF Base: \$68,934 (repeated expenditure)</p> <p>Career ladder costs for field trips and student activities coordinators - 1000-1999 Certificated Salaries - LCFF Base: \$21,255 (repeated expenditure)</p> <p>Student activities budget line item - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$58,000 (repeated expenditure)</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>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Student technology support - 4000-4999 Books and Supplies - LCFF S & C: \$1,244,400 (repeated expenditure)</p> <p>Internet subsidy</p>

			payments - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$168,000 (repeated expenditure)
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.	Charter-Wide	__All ----- OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Special Education, 504 plan</u>	Assistant Director of Student Services compensation - 1000-1999 Certificated Salaries - LCFF S & C: \$64,647 (repeated expenditure) Administrative Assistant to support Student Services department - 2000-2999 Classified Salaries - LCFF Base: \$29,729 (repeated expenditure) Career ladder costs for Student Services Specialist - 1000-1999 Certificated Salaries - Other Federal Funds:

\$5,314 (repeated expenditure)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

By the end of 2017-18, 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
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".	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
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	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	\$0

any point in the school year.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
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.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education, 504 plan</u>	\$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	By the end of 2018-19, 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
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".	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
The Community Outreach Coordinator duties will be enhanced and additional teacher support will be provided in order to continue to	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR:	\$0

<p>better engage parents in organizing and attending field trip opportunities.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</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>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$0</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>Charter-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education, 504 plan</u></p>	<p>\$0</p>

GOAL:	Graduation rates and UC a-g completion rates will increase.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: <u>Charter Goal 3 Charter Goal 4</u>
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Identified Need: Graduation rates are below and dropout rates are above the national and state averages. Students often have been to multiple different schools prior to enrollment with the school and may be credit deficient, have personal and family challenges, and/or be struggling academically. Additional support is needed to make sure students progress towards their diploma and find the best educational fit in order to do so. The federal methods to calculate graduation rate and drop out rates do not fit well with the virtual charter school model. The percentage of graduates meeting all UC/CSU a-g requirements is lower than state averages.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: 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%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Advisory teacher salaries - 1000-1999 Certificated Salaries - LCFF Base: \$610,169 (repeated expenditure) Counselor salaries - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$271,851 (repeated)

<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>Charter-Wide</p>	<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>	<p>expenditure) GradPoint summer courses for credit deficient students - 4000-4999 Books and Supplies - LCFF S & C: \$2,860 (repeated expenditure) Career ladder costs for GradPoin Coordinator - 1000-1999 Certificated Salaries - LCFF Base: \$5,314 (repeated expenditure) Educational Resource Center - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$416,430 (repeated expenditure)</p>
<p>Continue to improve counseling/advisory department policies and procedures to insure students are enrolled in college prep curriculum.</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient</p>	<p>Director of Counseling compensation - 1000-1999 Certificated Salaries - LCFF</p>

		<u>Other Subgroups:</u> _____	Base: \$82,606 (repeated expenditure) Manager of Academic Support compensation - 1000-1999 Certificated Salaries - LCFF Base: \$62,323 (repeated expenditure)
Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	Charter-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Director of Counseling compensation - 1000-1999 Certificated Salaries - LCFF Base: \$82,606 (repeated expenditure) Manager of Academic Support compensation - 1000-1999 Certificated Salaries - LCFF Base: \$62,323 (repeated expenditure) Executive Leadership Team compensation - 1000-1999

			Certificated Salaries - LCFF Base: \$836,356 (repeated expenditure)
Develop and implement a plan to address CDE initiatives for college and career readiness.	Charter-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Director of Counseling compensation - 1000-1999 Certificated Salaries - LCFF Base: \$82,606 (repeated expenditure) Counselor salaries - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$271,851 (repeated expenditure) Assistant Principal compensation for AVID support - 1000-1999 Certificated Salaries - LCFF S & C: \$77,576 (repeated expenditure)
Develop and expand current plan to address science lab experimentation and exploration.	Charter-Wide	<u>X</u> All ----- OR:	Science lab rental and supplies - 5000-5999

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Services and Other Operating Expenses - LCFF Base: \$59,087 (repeated expenditure) Science lab teacher stipends - 1000-1999 Certificated Salaries - LCFF Base: \$44,694 (repeated expenditure) Career ladder costs for science lab coordinator - 1000-1999 Certificated Salaries - LCFF Base: \$3,543 (repeated expenditure)
Add counseling positions that are 12 months instead of 10 in order to provide improved counseling support over the summer months.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	12 month counseling position compensation - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$110,921 (repeated expenditure)
Increase access and participation in college	Charter-Wide	<input checked="" type="checkbox"/> All	Counseling

visits, college info sessions and college testing.		<p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>salaries - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$271,851 (repeated expenditure)</p> <p>Advisory teachers salaries - 1000-1999 Certificated Salaries - LCFF Base: \$610,169 (repeated expenditure)</p> <p>Director of Counseling compensation - 1000-1999 Certificated Salaries - LCFF Base: \$82,606 (repeated expenditure)</p>
Develop and implement a Freshman Success Course which will support students as they enter high school with their postsecondary planning.	Charter-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Director of Counseling compensation - 1000-1999 Certificated Salaries - LCFF Base: \$82,606 (repeated expenditure)</p>

<p>Expected Annual Measurable Outcomes:</p>	<p>By the end of 2017-18, increase graduation rate by 2% on internal measurements. Also increase the percentage of student meeting all a-g requirements by 2%.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</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>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$0</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>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$0</p>
<p>Continue to improve counseling/advisory department policies and procedures to insure students are enrolled in college prep curriculum.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$0</p>
<p>Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$0</p>

Develop and implement a plan to address CDE initiatives for college and career readiness.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Develop and expand current plan to address science lab experimentation and exploration.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Add counseling positions that are 12 months instead of 10 in order to provide improved counseling support over the summer months.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Increase access and participation in college visits, college info sessions and college testing.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Develop and implement a Freshman Success Course which will support students as they enter high school with their postsecondary planning.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0

<p>Expected Annual Measurable Outcomes:</p>	<p>By the end of 2018-19, increase graduation rate by 2% on internal measurements. Also increase the percentage of student meeting all a-g requirements by 2%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Continue to improve counseling/advisory department policies and procedures to insure students are enrolled in college prep curriculum.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0

Develop and implement a plan to address CDE initiatives for college and career readiness.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Develop and expand current plan to address science lab experimentation and exploration.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Add counseling positions that are 12 months instead of 10 in order to provide improved counseling support over the summer months.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Increase access and participation in college visits, college info sessions and college testing.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Develop and implement a Freshman Success Course which will support students as they enter high school with their postsecondary planning.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0

GOAL:	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.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5_X 6__ 7__ 8__ COE Only: 9__ 10__ Local: <u>Charter Goal 1 Charter Goal 2 Charter Goal 4</u>
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Identified Need:	The school has seen an increase in the number of EL students enrolling. The EL supports in place in the past have not been comprehensive and consistent enough and there is a need to continue to developing the school's EL program. The school will continue to implement and refine a School EL Plan that includes increased SISP programs and LiveLessons for students designated with EL needs.
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Goal Applies to:	Schools: All ----- Applicable Pupil Subgroups: English learners
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand personnel assigned to support ELL students in Student Services Department.	Charter-Wide	__All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Additional ELL teacher compensation - 1000-1999 Certificated Salaries - LCFF S & C: \$42,495 (repeated expenditure)
All Redesignated Fluent English Proficient (RFEP) students will be tracked via the Issue Aware system to monitor success and documents supports needed.	Charter-Wide	__All ----- OR: __Low Income pupils __English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	ELL teachers compensation - 1000-1999 Certificated Salaries - LCFF S & C: \$141,857 (repeated)

Expand CELDT testing into the summer so that more students can be placed in support sections or re-designated earlier in the school year.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	expenditure) Summer pay for CELDT testing - 1000-1999 Certificated Salaries - LCFF S & C: \$7,228 (repeated expenditure)
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.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Assistant Director of Student Services compensation - 1000-1999 Certificated Salaries - LCFF S & C: \$64,647 (repeated expenditure) Administrative Assistant position to support Student Services department - 2000-2999 Classified Salaries - LCFF Base: \$29,729 (repeated expenditure)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	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 65% participation in SISP and 65% attendance in Live Lessons.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand personnel assigned to support ELL students in Student Services Department.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
All Redesignated Fluent English Proficient (RFEP) students will be tracked via the Issue Aware system to monitor success and documents supports needed.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Expand CELDT testing into the summer so that more students can be placed in support sections or re-designated earlier in the school year.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
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.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	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 70% participation in SISP and 70% attendance in Live Lessons.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand personnel assigned to support ELL students in Student Services Department.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
All Redesignated Fluent English Proficient (RFEP) students will be tracked via the Issue Aware system to monitor success and documents supports needed.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Expand CELDT testing into the summer so that more students can be placed in support sections or re-designated earlier in the school year.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
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.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0

GOAL:	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.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5_X 6_X 7_X 8__ COE Only: 9__ 10__ Local: <u>Charter Goal 2 Charter Goal 3</u> <u>Charter Goal 4</u>
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Identified Need:	The school needs to improve identification processes for foster and homeless youth. Transferring foster youth and homeless students may experience delays in enrollment, delayed assignment to appropriate classes, and may not receive appropriate partial credits. Foster and homeless youth need additional support systems to be successful in the virtual school environment. Establishing a specific school liaison to support these students has been shown to increase their success.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: Socioeconomically disadvantaged; Foster youth
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Enhance and redefine identification process for foster and homeless youth during the enrollment and placement process.	Charter-Wide	__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Counselor compensation - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$271,851 (repeated expenditure) State Enrollment Coordinator compensation - 2000-2999 Classified Salaries

			- LCFF Base: \$42,302 (repeated expenditure)
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.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Portion of salary (5%) for foster/homeless liaison - 1000-1999 Certificated Salaries - LCFF Base: \$2,406 (repeated expenditure)
Counseling and advisory staff will be trained in identification, placement and support of foster and homeless youth.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Compensation for counselor assigned to foster/homeless support - 1000-1999 Certificated Salaries - LCFF Base: \$30,090 (repeated expenditure)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	By the end of 2017-18, using the baseline data from the prior year, there will be a 25% 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Enhance and redefine identification process for foster and homeless youth during the enrollment and placement process.	Charter-Wide	<input type="checkbox"/> All ----- OR:	\$0

		<input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
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.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
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.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Counseling and advisory staff will be trained in identification, placement and support of foster and homeless youth.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Enhance and redefine identification process for foster and homeless youth during the	Charter-Wide	<input type="checkbox"/> All -----	\$0

enrollment and placement process.		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
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.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
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.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Counseling and advisory staff will be trained in identification, placement and support of foster and homeless youth.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

Original GOAL from prior year LCAP:	Each student will develop the necessary Mathematical proficiencies as well as critical thinking skills as measured by state and local assessments.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE Only: 9__ 10__ Local: Charter Goal 1 Charter Goal 2
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	By the end of 2015-16, increase student performance by 2% from the baseline performance levels developed from 2014-15 data on the internal benchmarks. Growth will be across subgroups.	Actual Annual Measurable Outcomes:	<p>The student performance on the internal formative assessments for 2015-16 will not be available until summer of 2016. The school is using the LEAP Math test for students in grades 3-8 and the Scantron test for students in grades 9-12. The tests are aligned to the grade level standards. Participation in these assessments is a challenge and the school has been working diligently to increase participation in the pre, mid-year and post tests in order to have valid data on all students. Because many students enroll late or withdraw during the school year, the population of students for which we have both pre and post test results is much smaller than the total number of enrolled students. The school has determined what constitutes "Satisfactory Progress" on these tests between the pre and post test (information available upon request). The school examined the percent of students who made Satisfactory Progress over several years in order to establish a baseline performance level. The baseline level for the school has now been set at 70%. Of note is that the Capistrano school did see an increase of 5% in the percentage of students making Satisfactory Progress from 2013-14 to 2014-15, and hopes to continue this upward trend for 2015-16.</p> <p>Subgroup level data is not yet available but additional analysis will be conducted in future years to try to ascertain performance by subgroup.</p> <p>Data from the current school year is not available until</p>
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summer, so whether the progress set in the 2015-16 goal was made will need to be determined by Fall of 2016 and reported in next year's LCAP update. In the meantime, data was reviewed between the pre test and mid year test for high school students, and the school found that of the students in the lowest performance band, 60% of the students stayed in that band, while 40% had increased their performance by the mid-year test. In the next lowest performance band, 41% stayed the same, 24% decreased their scores, and 36% increased their scores.

Preliminary results from the 2014-15 CAASPP tests in Math showed that the school is very close to the state average for proficiency in most grade levels, although still below the state average in all grades except 6th and 7th. The most significant difference was in grade 11, where our students scored proficient 7 percentage points below the state average.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
LEAP and Scantron will be administered 3X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs)	Educational Resource Center: \$354,375 Funding Source: General Data Coordinator compensation: \$76,568 Funding Source: EPA School Leadership Team compensation: \$825,296 Funding Source: General	LEAP and Scantron results were analyzed in spring of 2016 for current year pre and mid year testing, and 2014-15 results were analyzed for whether students made satisfactory progress from the pre to post test. PLCs used the interim testing results along with other data to make data driven instructional decisions.	Educational Resource Center: \$373,695 Data Coordinator compensation: \$68,671 School Leadership Team compensation: \$877,957
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
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.	General Education teacher compensation: \$8,142,824 Funding Source: EPA, Title I, General	PLCs used performance data to discuss strategies and instructional methods, including re-teaching standards. PLC work is ongoing and PLCs are becoming increasingly effective each year.	General Education teacher compensation: \$7,679,307
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Teachers will evaluate and align Math curriculum to standardized assessments	Educational Resource Center: \$354,375 Funding Source: General Math Department Career Ladder stipends: \$27,456 Funding source: EPA	This work was undertaken in 2015-16 and is ongoing, especially as the implementation of Common Core math standards is continuing.	Educational Resource Center: \$373,695 Math Department Career Ladder stipends: \$30,830
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
A Math Support Program will be	Educational Resource	One High School Math Intervention teacher	Educational

<p>implemented, including various Supplemental Instructional Support Programs and Math Intervention Specialists.</p>	<p>Center: \$354,375 Funding Source: General Math Intervention Specialist: \$90,585 Funding Source: EPA</p>	<p>was hired at the beginning of the year and a second was hired mid-year. At the elementary level, several teachers were assigned to work on math interventions for students struggling academically. At the middle school level, the AVID program was started. Multiple supplemental math support programs were assigned to students as appropriate based on student performance and student participation in these interventions was monitored during the year.</p>	<p>Resource Center: \$373,695 Math Intervention Specialists: \$63,517</p>
<p>Scope of Service:</p>	<p>Charter-Wide</p>	<p>Scope of Service:</p>	<p>Charter-Wide</p>
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</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>Special Education teacher compensation: \$392,062 Funding source: Federal IDEA, General Director of Student Services compensation: \$99,000 Funding source: General</p>	<p>This work was undertaken during 2015-16 and is ongoing. Due to an increase in the number of Special Education staff members, the PLC work still needs to be refined and improved. Special Education students did receive appropriate interventions and supports.</p>	<p>Special Education teacher salaries: \$518,881 Director of Student Services compensation: \$87,385</p>
<p>Scope of Service:</p>	<p>Charter-Wide</p>	<p>Scope of Service:</p>	<p>Charter-Wide</p>
<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u></p>		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u></p>	

<p>The school will add support for the Student Services Department to allow SpED teachers to focus on teaching and learning.</p>	<p>Administrative Assistant compensation: \$27,175 Funding source: General Special Education Support Career Ladder stipend: \$1,716 Funding source: Federal IDEA</p>	<p>A Student Services support position and a leadership position within the Special Education Department were added.</p>	<p>Administrative Assistant compensation: \$20,339 Special Education Support Career Ladder stipend: \$3,886</p>
<p>Scope of Service:</p>	<p>Charter-Wide</p>	<p>Scope of Service:</p>	<p>Charter-Wide</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u></p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>While the school does appear to be making progress in math proficiency, this is still one of the greatest areas of identified need. A strong focus schoolwide at both the leadership level as well as in the math PLCs will continue. The Math Support Program will continue to be enhanced and expanded, and additional support is being added with the AVID program. With a noticeable increase in the population of Special Education students being served, additional supports are being put into place to identify and closely monitor these students.</p> <p>No change to the overall Math goal or the desired outcomes will be made at this time. The school expects to be able to set goals for improving performance on the CAASPP tests once an additional year of data is available.</p>		

Original GOAL from prior year LCAP:	Each student will develop the necessary English Language Arts skills as reported by state and local assessments.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE Only: 9__ 10__ Local: Charter Goal 1 Charter Goal 2
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	By the end of 2015-16, increase student performance by 2% from the baseline performance levels developed from 2014-15 data on the internal benchmarks. Growth will be across subgroups.	Actual Annual Measurable Outcomes:	<p>The student performance on the internal formative assessments for 2015-16 will not be available until summer of 2016. The school is using the LEAP Reading test for students in grades 3-8 and the Scantron test for students in grades 9-12. The tests are aligned to the grade level standards. Participation in these assessments is a challenge and the school has been working diligently to increase participation in the pre, mid-year and post tests in order to have valid data on all students. Because many students enroll late or withdraw during the school year, the population of students for which we have both pre and post test results is much smaller than the total number of enrolled students. The school has determined what constitutes "Satisfactory Progress" on these tests between the pre and post test (information available upon request). The school examined the percent of students who made Satisfactory Progress over several years in order to establish a baseline performance level. The baseline level for the school has now been set at 70%, based on the performance level in 2013-14. Of note is that the Capistrano school did see an increase of 2% in the percentage of students making Satisfactory Progress from 2013-14 to 2014-15, and hopes to continue this upward trend for 2015-16.</p> <p>Subgroup level data is not yet available but additional analysis will be conducted in future years to try to ascertain performance by subgroup.</p>
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Data from the current school year is not available until summer, so whether the progress set in the 2015-16 goal was made will need to be determined by Fall of 2016 and reported in next year's LCAP update. In the meantime, data was reviewed between the pre test and mid year test for high school students, and the school found that of the students in the lowest performance band, 50% of the students stayed in that band, while 50% had increased their performance by the mid-year test. In the next lowest performance band, 25% stayed the same, 27% decreased their scores, and 48% increased their scores.

Preliminary results from the 2014-15 CAASPP tests in ELA showed that the school is above to the state average for proficiency in all grade levels. The most significant differences were in grades 11 and 7, where our students scored proficient 30 percentage points above the state average.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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.	General Education teacher compensation: \$8,142,824 Funding Source: EPA, Title I, General	PLCs used performance data to discuss strategies and instructional methods, including re-teaching standards. PLC work is ongoing and PLCs are becoming increasingly effective each year.	General Education teacher compensation: \$7,679,307
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
<p>LEAP and Scantron will be administered 3X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs).</p>	<p>Educational Resource Center: \$354,375 Funding Source: General Data Coordinator compensation: \$76,568 Funding Source: EPA School Leadership Team compensation: \$825,296 Funding Source: General</p>	<p>LEAP and Scantron results were analyzed in spring of 2016 for current year pre and mid year testing, and 2014-15 results were analyzed for whether students made satisfactory progress from the pre to post test. PLCs used the interim testing results along with other data to make data driven instructional decisions.</p>	<p>Educational Resource Center: \$373,695 Data Coordinator compensation: \$68,671 School Leadership Team compensation: \$877,957</p>
<p>Scope of Service: Charter-Wide</p>		<p>Scope of Service: Charter-Wide</p>	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
<p>Teachers will use standards based reports to determine student intervention needs and will assign students to ELA interventions.</p>	<p>Educational Resource Center: \$354,375 Funding Source: General General Education teacher compensation: \$8,142,824 Funding Source: EPA, Title I, General</p>	<p>Multiple supplemental ELA support programs were assigned to students as appropriate based on student performance and student participation in these interventions was monitored during the year.</p>	<p>Educational Resource Center: \$373,695 General Education teacher compensation: \$7,679,307</p>
<p>Scope of Service: Charter-Wide</p>		<p>Scope of Service: Charter-Wide</p>	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	

<p>The Special Education PLC will work to analyze assessment results for SpED students, determine additional interventions needed, and implement those interventions.</p>	<p>Special Education teacher compensation: \$392,062 Funding source: Federal IDEA, General Director of Student Services compensation: \$99,000 Funding source: General</p>	<p>This work was undertaken during 2015-16 and is ongoing. Due to an increase in the number of Special Education staff members, the PLC work still needs to be refined and improved. Special Education students did receive appropriate interventions and supports.</p>	<p>Special Education teacher salaries: \$518,881 Director of Student Services compensation: \$87,385</p>
<p>Scope of Service:</p>	<p>Charter-Wide</p>	<p>Scope of Service:</p>	<p>Charter-Wide</p>
<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u></p>		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u></p>	
<p>The school will add support for the Student Services Department to allow SpED teachers to focus on teaching and learning.</p>	<p>Administrative Assistant compensation: \$27,175 Funding source: General Special Education Support Career Ladder stipend: \$1716 Funding source: Federal IDEA</p>	<p>A Student Services support position and a leadership position within the Special Education Department were added.</p>	<p>Administrative Assistant compensation: \$20,339 Special Education Support Career Ladder stipend: \$3,886</p>
<p>Scope of Service:</p>	<p>Charter-Wide</p>	<p>Scope of Service:</p>	<p>Charter-Wide</p>
<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u></p>		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u></p>	
<p>What changes in actions, services, and expenditures will be made as a</p>	<p>ELA is a strength for the school, especially compared to math. The school does also appear to be</p>		

result of reviewing past progress
and/or changes to goals?

making progress in ELA proficiency, but due to the importance of this area, this is an area of identified need. A focus schoolwide at both the leadership level as well as in the ELA PLCs will continue. Additional support is being added with the AVID program. With a noticeable increase in the population of Special Education students being served, additional supports are being put into place to identify and closely monitor these students, including a focus on better use of Student Study Teams for support and referral of students who are not yet identified as Special Education students. In addition, ELL students and students who are in the monitoring phase need extra support with ELA. This is addressed in the LCAP ELL goal.

No change to the overall ELA goal or the desired outcomes will be made at this time. The school expects to be able to set goals for improving performance on the CAASPP tests once an additional year of data is available

Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE Only: 9__ 10__ Local: <u>Charter Goal 2 Charter Goal 4</u>
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	By the end of 2015-16, decrease the turnover rate by 2% and increase the positive "Intent to Return" responses by 2%. Increases will be measured from the baseline rates established during the summer of 2015 using 2014-15 data.	Actual Annual Measurable Outcomes:	Data on 2015-16 Intent to Return and turnover rate will not be available until Fall of 2016. The school analyzed the data from 2014-15, including looking at subgroups such as race and socioeconomic status. This data will be the baseline, which will be used to review any progress made in 2015-16, which will then be reported in next year's LCAP. The baseline percentage for indicating a positive Intent to Return (ITR) for the 2015-16 school year was 62%. This information was collected at the end of the 2014-15 school year. Of those who indicated they would return, 89% actually did enroll for Fall of 2015. In analyzing subgroup data, the lowest rates for the ITR Yes were for the Hispanic and socioeconomically disadvantaged groups at 61%, with the highest rate of ITR Yes for the African American subgroup at 64%. It should be noted that the American Native and Pacific Islander subgroups were too small to be considered significant.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The Learning Coach Support System will be expanded, including additional staff positions and enhancements to the Learning Coach	Learning Coach Support positions: \$42,479	Onboarding processes were improved and will continue to be refined and updated. Efforts to inform parents prior to enrollment about the	Learning Coach Support position: \$26,239

Support Plan, including improvements to the onboarding process, as well as ongoing activities throughout the year. Training on marking attendance will also be included.	Funding Source: EPA	program were enhanced. A Family Relations Specialist was hired to provide support to Learning Coaches, and two additional positions were added at the end of the year. Training for attendance will be implemented in 2016-17.	Learning Coach Support Career Ladder Stipend: \$2,320
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Student Support program will be expanded. 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".	Secondary teacher compensation: \$3,418,285 Funding source: EPA, Title I, General Advisory teacher compensation: \$509,929 Funding source: EPA, Title I, General Counselor compensation: \$219,511 Funding source: Title I, General	All General Education teachers were assigned students to track closely for communications. If any concerns were identified that required counseling intervention, the counseling department was notified promptly. Additional efforts were made during the state testing window to contact students consistently and check on end of year progress.	Secondary teacher salaries: \$3,916,984 Advisory teacher salaries: \$533,375 Counselor salaries: \$344,321
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR:		<u>X</u> All ----- OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
<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>	<p>Community Outreach Coordinator: \$62,499 Funding Source: General Career Ladders stipends for field trip & student activities: \$13,728 Funding source: EPA Student activities budget line: \$17,000 Funding source: General</p>	<p>The Outreach Coordinator duties were expanded, and additional efforts were made to engage families in field trip and other school events.</p>	<p>Community Outreach Coordinator compensation: \$66,283 Career Ladders stipends for field trip and student activities duties: \$14,508 Student activities line item: \$39,424</p>
Scope of Service:		Charter-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
<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>Student technology support: \$743,906 Funding source: General Internet subsidy</p>	<p>This program continues to be expanded each year. Systems were put into place to make sure families could access a loaned computer during the year if the need arose.</p>	<p>Student technology support: \$948,175 Internet subsidy payments: \$152,000</p>

	payments: \$95,000 Funding source: General		
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Many studies of students attending school in a virtual learning environment show that the longer the student stays in the program, the more academically successful he or she becomes. Over the years, the school has noticed that despite very positive parent and student ratings, the return rate to the school is relatively low when compared to a brick and mortar charter school. Some of that is due to the fact that families may choose a virtual school for a short term solution and return to a more traditional setting when that problem is resolved. This should be considered a success, and so the reasons that families leave is tracked.</p> <p>From parent and student feedback, the school has identified ways that families can be better supported, especially when first enrolling. These plans were first implemented during 2015-16 and will be continued and expanded. In addition, with a noticeable increase in the population of Special Education and ELL students being served, additional supports are being put into place to engage and retain these students, including adding support personnel to the department.</p> <p>From preliminary data, the ITR Yes rate for socio-economically disadvantaged students does appear to be lower than the average rate, although it is not dramatically lower. This trend will be monitored in future years, and efforts will be directed to provide as much additional support as possible to students who face this additional obstacle to their academic success.</p>		

Original GOAL from prior year LCAP:	Graduation rates will increase and drop out rates for grades 8-12 will decrease.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u> </u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u> </u> COE Only: 9 <u> </u> 10 <u> </u> Local: <u>Charter Goal 3 Charter Goal 4</u>
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Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>
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Expected Annual Measurable Outcomes:	<p>Baseline internal calculations of graduation rates, drop out rates and a-g completion rates will be completed by summer of 2015. By the end of 2016-17, increase graduation rate by 2% on internal measurements and decrease dropout rate by 2% on internal measurements. Also increase the percentage of student meeting all a-g requirements by 2%.</p>	Actual Annual Measurable Outcomes:	<p>As mentioned previously, the students served by the school have a high mobility rate, often come to the school for a short period of time, and have often failed academically at several other schools prior to enrolling in our school. For these and other reasons, the graduation rates must be evaluated carefully. The school examined various measurements of graduation rates and drop out rates. The leadership team decided to use two measures of graduation rate to track progress on this goal: The official CDE rates as well as in internal rate. The internal graduation rate is calculated by dividing the total number of graduates by the total number of 12th grade students enrolled on the October census day.</p> <p>The Capistrano school's official 4 year cohort graduation rate calculated by CDE for the class of 2014-15 is 66.9%. The 5 year cohort graduation rate (from the class of 2013-14) was 73.8%. The internally calculated graduation rate for the class of 2014-15 is 79%.</p> <p>Of note is the fact that for all "completers" for the 2014-15 school year, only 2% were socio-economically disadvantaged, a rate far below the rate of enrollment for this subgroup. This statistic will be further examined and analyzed in future years. When comparing the different racial subgroups, African American students had the lowest graduation rate in 2014-15 of 46%, while students of two or more races had the highest rate at 72%.</p>
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The a-g completion rate of the 2014-15 graduates was 8.4%. This is significantly lower than the state average and will be a focus of future efforts. It is important to note that increasing the a-g completion rate can sometimes be secondary to increasing the overall graduation rate. For example, if a student fails a core course, in order to meet the a-g requirements, he or she must repeat the course with at least a grade of C. Some students therefore prefer to take and pass a credit recovery course in order to graduate even if they would not then meet the a-g requirements.

For drop out rate, the school decided to examine the official CDE drop out rate. For the 2014-15 school year, the overall cohort drop out rate was 21%. Because the state's graduation rate includes the drop outs, the school decided to look only at graduation rate going forward and change the outcome to remove drop out rate from this goal.

The school is also examining the post secondary plans of its students and will consider incorporating this measurement in future LCAP goals and outcomes. In particular the school would like to see the percentage of students attending a 4 year college go up and the percentage of students going directly to the work force go down.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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	Advisory teacher compensation: \$509,929 Funding source:	The advisory teachers in grades 6-12 have been actively working to complete and manage the student PLPs as soon as possible after enrollment. Work in this area will continue.	Advisory teacher salaries: \$533,375 Counselor

students in the PLP process as soon as possible after enrollment.	EPA, Title I, General Counselor compensation: \$219,511 Funding source: Title I, General		salaries: \$344,321
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
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	GradPoint courses: \$10,000 Funding source: General GradPoint Career Ladder stipend: \$1,716 Funding source: EPA	Gradpoint credit recovery was made available over the summer on a limited basis, and then during the school year when a student was identified as eligible based on transcript review. One secondary teacher was assigned to monitor and support all students enrolled in Gradpoint courses.	Gradpoint courses: \$0 (courses were offered on a pilot basis but school was not charged) Career Ladder stipend for GradPoint coordinator: \$1,608
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Continue to improve counseling/advisory department policies and procedures to insure students are enrolled in college prep	Director of Counseling Services: \$72,468	The Counseling Department held many meetings and retreats to work on improving policies and procedures. The goal was to be	Director of Counseling compensation:

curriculum.	Funding source: General Manager of Academic Support: \$64,315 Funding source: General	more efficient and consistent and to provide training to counselors and advisory teachers. Due to enrollment growth, many new staff members were added mid-year in this department, creating challenges with implementation of procedures.	\$78,361 Manager of Academic Support compensation: \$59,120
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<u>X</u> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	Data Coordinator compensation: \$76,568 Funding source: EPA Director of Counseling: \$72,468 Funding source: General Transcript evaluation service: \$5,000 Funding source: General	The school has begun to collect and analyze UC a-g course completion rates, including relevant subgroup data. Discussions are taking place at the leadership level and in the high school and counseling leadership teams regarding strategies to increase the a-g completion rate.	Data Coordinator compensation: \$68,671 Director of Counseling compensation: \$78,361 Transcript evaluation: \$0 (service not used)
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<u>X</u> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Develop and implement a plan to address CDE initiatives for college and career readiness.	Director of Counseling: \$72,468 Funding source: General Counselor compensation: \$219,511 Funding source: Title I, General AVID program: \$20,959 Funding source: General	The Director of Counseling and the Counseling leadership team are actively working on this area.	Director of Counseling compensation: \$78,361 Counselor salaries: \$344,321 AVID program (services and curriculum): \$6,614
Scope of Service:		Scope of Service:	
Charter-Wide		Charter-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Develop and expand current plan to address science lab experimentation and exploration.	Science lab facility fees: \$51,742 Funding source: General Science teacher stipends for wet labs: \$11,880 Funding source: EPA	The locations for the in person science labs were increased and additional instructors were hired. A staff member was assigned to oversee the program.	Science lab rental and equipment: \$70,925 Science teacher stipends for wet labs: \$40,934
Scope of Service:		Scope of Service:	
Charter-Wide		Charter-Wide	

All

OR:

Low Income pupils English Learners Foster Youth

Redesignated fluent English proficient

Other Subgroups: _____

All

OR:

Low Income pupils English Learners Foster Youth

Redesignated fluent English proficient

Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Graduation rate and a-g completion rate are both clearly areas that can be improved. In addition to the actions established for the LCAP last year, three additional actions were added this year to continue to improve in this area. Additional college and career resources will be added for students, and students will be introduced earlier to a variety of post-secondary plans so that they may create and carry out their high school plan to insure college or career readiness. Additional counseling support is being added to assist with this.

Another change is to remove the drop out rate from the expected outcome since it is already incorporated into the graduation rate calculations.

Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5_X 6__ 7__ 8__ COE Only: 9__ 10__ Local: <u>Charter Goal 1 Charter Goal 2 Charter Goal 4</u>
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English learners
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Expected Annual Measurable Outcomes:	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 50% participation in SISP and 50% attendance in Live Lessons.	Actual Annual Measurable Outcomes:	The percent of all identified ELL students who were placed into an ELL section for support from an ELL teacher during the 2014-15 school year was established as a baseline. This percentage was 73.5%. The school's expectation for its EL program s that all student identified as ELL will be placed in a ELL section based on their English proficiency level. These new sections were created and implemented by proficiency level. ELL students were also assigned to SISP supports as appropriate. Because not all students needed these, a percentage was not calculated. In addition, the school has not identified an easy way to measure the participation rate of students in their ELL sections. Work will continue to try to identify a measurement or formulate an alternative outcome.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Expand personnel assigned to support ELL students in Student Services Department.	Additional ELL teacher compensation: \$41,437 Funding source:	An ELL Coordinator/teacher was added, along with a support staff person who works with the Student Services Department.	Additional ELL teacher compensation: \$42,350

	EPA		
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
All Redesignated Fluent English Proficient (RFEP) students will be tracked via the Issue Aware system to monitor success and documents supports needed.	ELL teacher compensation: \$90,585 Funding source: EPA	This tracking system was set up and will be continued during the 16-17 school year. Student re-designation processes were made more consistent and were documented more thoroughly.	ELL teacher compensation: \$95,907
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The school has seen a rise in the number and percentage of ELL students enrolling. The school has also vastly improved the processes to identify ELL students in a timely manner. Work is continuing to be sure students are all enrolled in the appropriate section for support from their EL teacher. The school is adding CELDT testing over the summer to allow more timely identification and placement of ELL students. In addition, support positions and additional ELL teachers are being added to the Student Services Department.		

Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8__ COE Only: 9__ 10__ Local: <u>Charter Goal 2 Charter Goal 3 Charter Goal 4</u>
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Socioeconomically disadvantaged; Foster youth
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Expected Annual Measurable Outcomes:	By summer of 2015, baseline data will be compiled to determine how effectively foster and homeless youth were served during 2014-15. From that baseline data, in 2015-16, there will be a 10% 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 Annual Measurable Outcomes:	The school has seen a modest increase in the number of foster and homeless youth enrolling, although this may be partially due to better methods of identifying students. The school also has a new relationship with a foster group home. The school enrolled a total of 41 foster students and 15 homeless students over the course of the school year during 2015-16. This number is higher than in previous years. It is difficult to gather data on the average enrollment time, so the school has so far been unable to analyze if these students are experiencing delays in enrollment. Anecdotally, the school staff puts extra effort into helping these students get enrolled, but there have been delays in receiving the necessary paperwork. Once enrolled, the students are receiving as much credit as possible. All students identified as homeless or foster were added to a special support section with the school's homeless/foster liaison. This took place at the middle of the year and not necessarily within 30 days of enrollment.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Enhance and redefine identification process for foster and homeless youth during the	Counselor compensation:	Work has been started on this, utilizing the expertise of the State Reporting Manager and	Counselor salaries: \$344,321

enrollment and placement process.	\$219,511 Funding source: Title I, General State enrollment coordinator compensation: \$32,611 Funding source: General	State Enrollment Coordinator. A committee has been formed to discuss these issues which will be meeting regularly.	State enrollment coordinator compensation: \$40,675
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
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.	Foster/homeless liaison compensation (5%): \$2,452 Funding source: EPA	The liaison was identified and the support sections were created. Additional training will take place during 2016-17.	Foster/homeless liaison compensation (5%): \$2,300
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
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	Educational Resource Center: \$354,375 Funding Source: General	Identified students have been additional interventions, but with additional staff training, it is expected that this action can be improved further.	Educational Resource Center: \$373,695

customization.			
Scope of Service:		Charter-Wide	Scope of Service:
Charter-Wide		Charter-Wide	
<p>__ All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p>__ All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
Counseling and advisory staff will be trained in identification, placement and support of foster and homeless youth.	Director of Counseling Services: \$72,468 Funding source: General	This was not undertaken in 2015-16 but is planned for 2016-17.	Director of Counseling compensation: \$78,361
Scope of Service:		Charter-Wide	Scope of Service:
Charter-Wide		Charter-Wide	
<p>__ All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p>__ All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The school plans to work over the summer with a committee dedicated to addressing the various issues faced by foster and homeless youth. One of the goals of the committee will be to develop measurements to determine how effectively we are serving these students. The homeless liaison will receive additional training, and plans will be made to train other staff members, particularly advisory teachers and counselors so the school processes can be carried out consistently and promptly. For next school year, it is expected that all identified students will be added to the support section within 30 days of enrollment.</p> <p>At this time, the goals, outcomes and actions are not being changed, but in next year's LCAP this may be necessary.</p>		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$1,818,197
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The various services described in the 2016-17 LCAP are intended to improve outcomes for all charter 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 40% 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. As described in more detail in the next section, these funds will be used during 2016-17 to hire additional elementary and advisory teachers and counselors, to hire an additional EL teacher, to continue to implement the AVID program, to enhance credit recovery options, to provide additional technology assistance to needy families, and to provide additional science lab opportunities that will increase the percentage of students graduating with a-g requirements met.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

7.48	%	
<p>The charter school estimates that 40% of the students served will be considered unduplicated pupils. Services will be increased above the 7.48% minimum as follows:</p> <ol style="list-style-type: none">1. Enhance the compensation packages of teachers in order to retain highly effective teachers trained in virtual school instruction2. Increase student technology assistance to provide additional technology and Internet service3. Continue to improve and add services for English Language Learner students4. Add additional advisory teachers, counselors and intervention teachers, including staff dedicated to homeless and foster youth support5. Continue implementation of the AVID program, expanding into additional grade levels6. Add additional credit recovery options for at risk students, including summer school options for student who are credit deficient7. Add additional opportunities for science labs in order to increase the percentage of students who graduate with the UC a-g requirements met		

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060- 52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Expenditure Summary

Expenditures by Budget Category			
Budget Category	Year 1	Year 2	Year 3

All Budget Categories	\$0	\$0	\$0
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Expenditures by Funding Source			
Funding Source	Year 1	Year 2	Year 3

All Funding Sources	\$0	\$0	\$0
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Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	Year 1	Year 2	Year 3

All Budget Categories	All Funding Sources	\$0	\$0	\$0
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Expenditures by Goal and Funding Source			
Funding Source	Year 1	Year 2	Year 3