

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

Our Mission

Our mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student. The school vision for student success is evident throughout the LCAP and focuses specifically on the school pillar of personalized learning. This is evident throughout goal 6: "Continue to support parent choice and personalized learning." Student empowerment and optimum learning is evidenced in all goals as we continue to expand focused services, supports, and opportunities for all students.

Our Philosophy

The school was created by and is operated by parents. We understand that every child is on a personalized educational journey. Our talented teachers work hard to incorporate a rich diversity of skills development, curriculum, and extracurricular activity into each day. Our staff works hard to direct resources where our students need them most. As a charter school, we are part of the solution to a better education system. We value

- Parent choice and involvement
- Using the community as the classroom
- Fostering a child's innate creativity
- Collaborating to achieve goals
- Building relationships
- Personalizing learning

The following infographic was used to give a snapshot to stakeholders about the Springs network by attaching it to the beginning of the survey:

REDEFINING SCHOOL



SPRINGS CHARTER SCHOOLS | 2018 -19 SCHOOL YEAR

OVER 8,600 STUDENTS

River Springs Charter School



Empire Springs Charter School



Harbor Springs Charter School



Citrus Springs Charter School



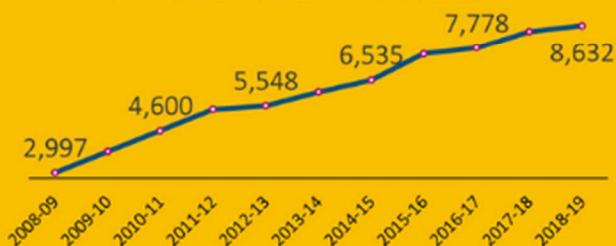
Vista Springs Charter School



Pacific Springs Charter School



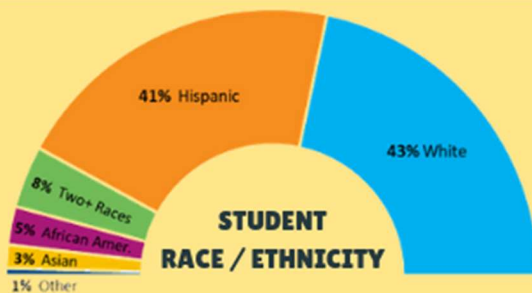
ENROLLMENT BY YEAR



STUDENT CENTERS 19



providing 25 unique educational programs with students on campus 0-5 days per week, depending on their program.



100% OF STUDENTS HAVE



- Highly Qualified Teachers
- Standards aligned textbooks and materials
- Clean and safe facilities

15% STUDENTS WITH DISABILITIES

5% ENGLISH LEARNERS

47% ECONOMICALLY DISADVANTAGED

4% HOMELESS

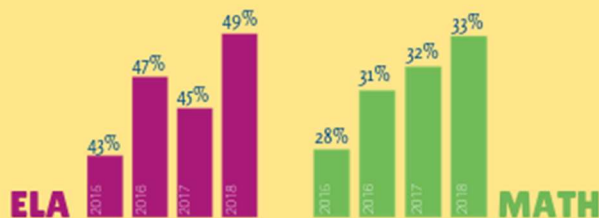


COLLEGE & CAREER

According to the California School Accountability Dashboard, Springs 2018 graduates were well prepared for college and career (green).



STUDENT PROFICIENCY RATES



SIX SCHOOLS, TWENTY-FIVE EDUCATIONAL PROGRAMS, ONE MISSION

Our mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.

www.SpringsCS.org

The Citrus Springs Community

Citrus Springs Charter School (CSCS) is authorized by the Orange County Department of Education and began serving students in August 2016. During the 2016-17 school year, the charter was granted initial WASC accreditation. In the 2017-18 school year, Citrus Springs began enrolling grades 11 and 12 and will be ending the year with the first graduating class. CSCS serves TK-12th grade students residing in Orange County, with authorization to serve students in the four contiguous counties. Of the over 200 students served by CSCS, the overwhelming majority reside in Orange County (99%) and few students residing in Los Angeles County (1%). Total current enrollment is 267 students.

Orange County has the third largest population in California with over three million residents. According to 2017 census data, the reported ethnic majority is predominantly split between white (41%), Hispanic/Latino (34%), and Asian (21%). The median household income is \$81,851. Education levels of residents over the age of twenty-five who hold a bachelor's degree or higher is at 39% countywide. The CSCS site is located in the city of Santa Ana. The demographics of Santa Ana residents are not consistent with the demographics of the county as a whole. The reported ethnic majority in Santa Ana is predominantly Hispanic (77%), with significant populations of Asian (11%) and white (9%). The median household income is \$57,151, which is 31% less than the county average. Education levels of Santa Ana residents over the age of twenty-five who hold a bachelor's degree or higher is 13%, twenty-six percentage points less than the county average.

LCAP Highlights

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

The 2019-20 LCAP has only changed slightly from last year. Based on stakeholder feedback, the charter is doing well. When applicable, the CDE Dashboard is used. In all other cases, there are clear, transparent internal metrics used. In all cases, the goals ensure accountability, precise budget reconciliation, and alignment with state/local priorities and achievement data.

The combination of stakeholder feedback and committee recommendations have produced a well-rounded document that includes goals for all students along with specific goals for qualifying students (unduplicated pupils). While the charter's goals are expansive, they are also founded on what's best for students and aligned with our mission.

- In the current document there are a number of changes, the most notable are:
- Goals for qualifying students have been modified (SED/low income, English Learners, and immigrant)
- Goals that include maintaining or increasing "change" rates based on the Dashboard are noted
- Expected Annual Measurable Outcomes (EMAOs) were re-visited
- All actions meet at least one criteria: data-driven decision making, stakeholder feedback, Dashboard needs, and/or state priority
- If there is little or no data in an area, the charter will still expect the processes/practices to be completed
- All state priorities are listed
- All Dashboard data has an aligned goal
- Each goal is research-based or aligned to best practices
- Staff development goal is updated
- Experts in each area assisted in goal development to ensure buy-in and, ultimately, goal-achievement
- Where internal data is noted, the charter also included Dashboard data to ensure transparency, as appropriate
- All annual updates were given by experts in that particular area
- Budget allocation was completed by the business department in coordination with the annual budget planning and the LCAP committee
- Annual update estimated expenditures were carefully documented throughout the year to ensure clean and transparent transactions for audit

- All goals are aligned to the charter document
- A mid-year progress update is given to the Local Board each December

Review of Performance

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

Greatest Progress

The charter has identified multiple areas of greatest progress. They are:

- ELA and math significant increases overall - 5 percentage points in ELA and 8 in math.
- Suspension/Expulsion rates below county averages.
- Attendance rates are well above county averages.
- Student Chromebook distribution has met the charter's high standards.
- Site security has increased and exceeds the charter's standards.
- CTE enrollment has increased.
- Mastery-based CA State Standard (Common Core) courses are being developed on schedule.
- Professional development goals for teachers/administrators have been exceeded.

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

Greatest Needs

The state accountability dashboard indicates an overall "orange" performance color for the Mathematics Indicator. The school will focus on increased performance in these areas through the actions and services described in Goal 1, Action C.

The LEA has determined need for significant improvement of the graduation and drop-out rates. School administrators will implement efforts for continuous improvement in these areas through Goal 6, Action A.

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

Performance Gaps

The state accountability dashboard indicates two performance gaps. The overall Chronic Absenteeism indicator is green, while Hispanic and English Learner subgroups are orange.

The school will focus on increased performance in these areas through the following specific goals and services:

- Goal 6, Actions A: Chronic Absenteeism

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

None.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Teaching and Learning: Maintain high quality, rigorous Common Core State Standards curriculum and instruction to maintain/strengthen California Assessment of Student Performance and Progress (CAASPP) achievement through research-based practices and teacher training.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities: Aligned with charter document

Annual Measurable Outcomes

Expected	Actual
Mastery-based curriculum developed for K-8 and grade 9	Completed, see action A for additional details.
SBAC ELA % met/exceeded: maintain or increase all change rates	Increased from 43% (2017) to 48% (2018) overall.
SBAC Math % met/exceeded: Maintain or increase all change rates	Increased from 28% (2017) to 36% (2018) overall.
5 staff development/data day trainings per year	Completed, see action D for additional details.
Data-driven staff development: Increase current rates for previous red/orange significant subgroups	No rates were previously orange or red because no performance colors were assigned on the 2017 for this school.
Teacher assignment report: 100% compliant per independent study guidelines	Completed, see action E for additional details.

Actions / Services

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

Action 1A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Based on feedback from users, continue to refine the Common Core-based curriculum which incorporates modular units to scaffold and have modified assignments to support all students, including struggling students. Develop Springs' I Can curriculum including online curriculum, homeschool boxsets and "Make it-Take it" workshops. Purchase textbooks, materials, and online subscriptions to support this goal.</p>	<p>Goal Met Both a 3-8 Math Performance Task course and a 3-8 ELA Performance Task course were created. These courses contain released Performance Tasks for students to work on as well as lessons that support student learning in order to be successful at the next level.</p> <p>The K-8 Fluency course is complete and the school is in planning for Phonics and Phonemic Awareness courses for K-2 in 2019-20. A K-8 Writing course is also being developed this summer for added support.</p> <p>Mastery courses for K-5 ELA and Math are in the process of being developed. Homeschool learning centers are adding Ready Classroom mathematics curriculum to the I CAN Math courses to better support struggling students.</p> <p>9th grade Integrated content will be updated for the 19-20 school year to include co-designed Mastery Assignments as well as NGSS standards. Co-designed modular 10th grade units are planned for students who come to Springs in 10th grade with physical science credit and need life science units. In addition, modular credit recovery units are planned in lieu of standalone courses.</p>	<p>\$18,000 \$23,000</p>	<p>\$5,972 \$15,049</p>

Action 1B

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ELA - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to</p>	<p>Goal Met School-wide professional development and Professional Learning Communities (PLCs) were held for analyzing state and local data such as CAASPP and i-Ready began in September and continued monthly for all teachers and administrators to identify instructional strengths/gaps and identify student needs through</p>	<p>\$4,000 \$3,000</p>	<p>\$3,318 \$9,907</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready.

The charter will prioritize subgroups that measure on Dashboard as red, orange, poorer than overall, and declining/significantly declining.

Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance

tiered support and interventions. Specific English Language Arts standards were identified and additional resources pooled to create effective individualized teaching strategies. English Learners, Students with Disabilities, and other significant subgroup data was analyzed through the use of Illuminate and i-Ready. Groups of students were identified based on these data, and specific instruction and remediation strategies were created. In addition, three "Data Day" PLC meetings were held throughout the year to identify key skills and essential knowledge that students still need with each data day building off the analysis from the previous. In the spring, Teacher and principal analysis of CAASPP Interim Assessment (ICA) with student analysis and goal setting to target instruction prior to the CAASPP testing window. In addition, monthly "Case Manager Collaborative" meetings for SpEd teachers were held. Special Education teachers meet together and review best practices, student issues, and assist each other. Quarterly meetings with all case managers to review compliance were also held.

To examine the effectiveness of the above efforts, iReady D1 to D2 comparison data is included below. The charter will review the impact on CAASPP results when scores are available in August 2019 as well as Dashboard data, expected to release in December 2019.

Citrus Progress Towards i-Ready Yearly Targets: Reading		
Subgroup	Total	Progress Towards Yearly Growth Target (as of Mid-Year 50%+)
All	243	163%
EL	60	158%
SWD	48	233%
SED	157	164%

Action 1C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Math - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready.</p> <p>The charter will prioritize subgroups that measure on Dashboard as red, orange, poorer than overall, and declining/significantly declining.</p> <p><i>Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance.</i></p>	<p>Goal Met</p> <p>School-wide professional development and Professional Learning Communities (PLCs) were held for analyzing state and local data such as CAASPP and i-Ready began in September and continued monthly for all teachers and administrators to identify instructional strengths/gaps and identify student needs through tiered support and interventions. Specific English Language Arts standards were identified and additional resources pooled to create effective individualized teaching strategies. English Learners, Students with Disabilities, and other significant subgroup data was analyzed through the use of Illuminate and i-Ready. Groups of students were identified based on these data, and specific instruction and remediation strategies were created. In addition, three "Data Day" PLC meetings were held throughout the year to identify key skills and essential knowledge that students still need with each data day building off the analysis from the previous. In the spring, Teacher and principal analysis of CAASPP Interim Assessment (ICA) with student analysis and goal setting to target instruction prior to the CAASPP testing window. In addition, monthly "Case Manager Collaborative" meetings for SpEd teachers were held. Special Education teachers meet together and review best practices, student issues, and assist each other. Quarterly meetings with all case managers to review compliance were also held.</p> <p>To examine the effectiveness of the above efforts, iReady D1 to D2 comparison data is included below. The charter will review the impact on CAASPP results when scores are available in August 2019 as well as Dashboard data, expected to release in December 2019.</p>	<p>See above (1B)</p>	<p>See above (1B)</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated
Actual
Expenditures

Citrus Progress Towards Math i-Ready Growth Targets				
Subgroup	Total	Progress Towards Yearly Growth Target (as of Mid-Year 50%+)		
All	243	123%		
EL	60	127%		
SWD	50	150%		
SED	157	124%		

Action 1D

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated
Actual
Expenditures

<p>Continue to develop staff during five staff development/data day trainings each year. Agendas will be developed based on the results of internal and state achievement data. Staff development will include NGSS implementation, CCSS mastery based instruction and using student achievement data to drive instruction. Staff will also attend external conferences and workshops.</p> <p><i>Measure: Master calendar, agendas, sign-in sheets, annual staff development plan</i></p>	<p>Goal Met</p> <p>We have an annual staff development plan that included five teacher trainings for 2018-19, in addition to PLC and data day agendas. Topics included:</p> <ul style="list-style-type: none"> Literacy (TK-2 teachers): Scope and Sequence for Foundational Reading Skills, Scope and Sequence for Phonics and Sight Words, World Cafe for Reading Foundation Teaching Strategies; Math (3-5 teachers): Deeper understanding of SMP, Deeper understanding of CCSS, 3 Read Protocol, Performance Tasks; NGSS Science (6-8 teachers) phenomenon based instruction, teacher science instruction continuum, cross cutting concepts; Writing (High School/CITE): Mastery Rubrics, High Standards for student work 	<p>\$4,000 \$13,000 \$100</p>	<p>\$30,957 \$2,898 \$10,122</p>
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Staff groups also attended several conferences and workshops, depending on their position. These include CCSA, Aplus Personalized Learning, UC and CSU counselor conferences, Learning and the Brain, Get Focused Stay Focused, Educating for Careers, Safe Schools conference, as well as county office of education hosted workshops.		

Action 1E

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure teachers are credentialed in content areas, per independent study guidelines. <i>Measure: teacher assignment report</i>	Goal Met 100% Compliant. Teacher credentialing reports are run and reviewed monthly to ensure ongoing credentialing compliance.	\$2,500	\$2,447

Analysis – Goal 1

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

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

The overall implementation of the actions/services for this goal was great. All actions were met.

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

The overall effectiveness of the actions/services to achieve this goal shows it as being highly effective as CAASPP, i-Ready, and other significant data all show increases.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

While there are some minor differences within each action, the overall budgeted versus actual expenditures were fairly balanced.

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

There are no major changes to this goal.

Goal 2

High School: Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, increasing enrollment in A-G approved coursework and sequence, improving 11th grade CAASPP results, providing concurrent/dual enrollment opportunities, advertising Golden State Merit Diploma, and other specialized/personalized options.

State and/or Local Priorities addressed by this goal:

State Priorities: 7, 8

Local Priorities: Aligned with charter document

Annual Measurable Outcomes

Expected	Actual
Internship enrollment per SIS: increase Internship enrollment by 3%	CTE course completion increased from 2 students to 5, but Internship completion declined from 2 students to 0.
Add new CTE Pathway in 2018-19: CTE Entrepreneurship Self-Employment	Complete, see Action A for additional details.
Offer 2 dual enrollment courses	Complete, see Action B for additional details.
Revise 10th grade A-G mastery-based courses	Complete, see Action C for additional details.
Golden State Merit Diploma Advertising: Three marketing pieces annually	Complete, see Action D for additional details.
Maintain or increase CAASPP grade 11 "met" or "exceeded" and/or "ready" or "conditionally ready" EAP scores	Data is not available due to low student population.

Actions / Services

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

Action 2A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>To increase career-readiness, the charter will further develop and advertise course offerings in the areas of Career-Technical Education (CTE) and internships. The charter will offer one additional CTE pathway offerings (Entrepreneurial / Self-Employment Pathway).</p> <p>The charter will also increase internship participation among our high school students by advertising offerings in three ways.</p> <p><i>Measure: new CTE pathway development per OASIS and internship advertising materials</i></p>	<p>Goal Met</p> <p>To increase career-readiness, the CTE Pathways were changed to focus on the concentrator and capstone standards. Foundational standards were then moved to an online 8th grade career exploration course. Within this new process, students are able to become familiar with all pathway options and make an informed decision on a pathway completion for high school, while gaining all Foundational Standards. In high school, CTE pathway sequence is now a two-course sequence (rather than three).</p> <p>To further encourage pathway completion, we are advertising a CTE Academic Honor Cord to be worn at the graduation ceremony.</p> <p>In 2018-19 the CTE Entrepreneurship Self-Employment pathway was added. The CTE Information Technology pathway was closed due to low student interest. Staff plans to re-align with college pathways and plan to reopen in the future. CTE Education & Child Development pathway was closed due to changes in state credentialing requirements for pre-school teachers and will be adjusted and reopened in the future.</p> <p>CTE Pathway expansion planning for 2019-20 is still underway, and staff have decided to offer several new pathways: Biotechnology, Education, Food Service & Hospitality, Product Innovation & Design, and Web & Social Media Programming & Design. Pathways are based on student interest surveys and are aligned with community college pathways and CDE K-12 Strong Workforce.</p> <p>To increase internship participation among students, information is advertised on the school website, during high school student orientation, and during parent annual Ignite conference. In addition, internships are advertise on the quarterly Springs News Bulletin and weekly Refreshment emails</p>	<p>\$31,000</p> <p>\$4,000</p> <p>\$70</p>	<p>\$3,803</p> <p>\$60</p> <p>\$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>(to staff/parents/community stakeholders). A Career Center was placed in each of the high school campuses where internship students meet with the Work Experience teacher.</p> <p>In 2017-18, 30 were offered through 12 different pathways. In the 2018-19 school year, 22 CTE courses were offered through 11 different pathways (due to condensing foundation courses and 2 pathways temporarily closed for revision). In both 2017-18 and 2018-19, 8 CTE courses were articulated that lead into the college's certificate programs, Associate Degree(s), and/or are transferable to a four-year college.</p> <p>CTE course completion increased from 2 students to 5, but Internship completion declined from 2 students to 0. Participation is impacted by declining enrollment from 27 high school students in 2017-18 to 17 students in 2018-19. In addition, course completion data give school leaders good indications of needs but is technically statistically insignificant, due to overall low numbers.</p>		

Action 2B

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>To increase college-readiness, the charter will offer two college courses on one campus, through a vendor, or online for students to attend for dual credit (college and high school).</p> <p><i>Measure: OASIS course enrollment</i></p>	<p>Goal Met</p> <p>The charter is collaborating with Eastern Oregon University to offer multiple college classes next year. This fall, all 9th grade students will be enrolled in the courses "Get Focused" and "Computer Skills." Get Focused earns Dual College Credit and Computer Skills earns articulated college credit.</p>	<p>\$2,500</p>	<p>\$2,598</p>

Action 2C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue revising a-g courses to make them mastery-based. The revised courses will include modules designed for mastery and will include options for remediation to ensure successful completion by students. Revise grade 10 a-g courses.	<p>Goal Met 9th and 10th grade core courses are all mastery based as well as Spanish 1 and 2 and French 1 and 2.</p>	\$6,500	\$1,625

Action 2D

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Advertise Golden State Merit Diploma by marketing to all high school students through at least 3 delivery methods.	<p>Goal Met 1. School website (ongoing) 2. Email distribution (September) 3. Springs Newsletter (April)</p>	\$200	\$6,534

Action 2E

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to use individual, significant subgroup, grade level internal assessment and cluster data to drive instruction at the beginning of grade 9 to identify high school area strengths and weaknesses and implement research-based strategies to maintain/increase CAASPP grade 11 "met" or "exceeded" and/or "ready" or "conditionally	<p>Goal Met The charter is heavily focusing on math. In order to support student progress in math, the charter is purchasing Intensified curriculum from Agile Mind to meet the needs of our struggling students; Math 1, Math 2, and Math 3 curriculum from Agile Mind is also being purchased to aid in developing a deep understanding of the mathematics.</p>	\$8,500	\$8,585

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ready” EAP scores. Assessments will include i-Ready and Illuminate. Revise curriculum and/or practices, as appropriate.</p> <p><i>Measure: Grade 11 percentage met or exceeded on CAASPP ELA and math and/or percentage ready or conditionally ready on EAP metric.</i></p>	<p>Based on iNACOL research, if students can master 9th grade math, they will be much more likely to master 11th grade concepts. As a preventative measure, the charter has offered Beginning Algebra for students who scored below 50% on the math placement test. Even with this addition, students are struggling in the course. PLCs reviewed i-Ready data for students who scored below 50% on the placement test and found that the majority of these students were performing 3 or more years below grade level. School administrators are looking at curricula that starts students with 6th grade concepts and develops the concept through to the 9th grade level. In addition, all specialists have increased their student support by offering office hours a minimum of two hours per week.</p> <p>The school had its first class of 11th grade CAASPP testers in 2017-18, but performance data is unavailable because there was less than 10 students.</p>		

Analysis – Goal 2

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

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

The overall implementation of the actions/services for this goal were great. All of the actions were well implemented and met.

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

The overall effectiveness of the actions/services to achieve this goal was good. All of the actions were met, though the charter recognizes that with a small, Homeschool population, internships may not be popular.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

When looked at in its entirety, this goal actually came in under budget while still meeting all actions.

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

There are no significant changes to this goal.

Goal 3

Safety and Culture: Improve student safety and school culture.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities: Aligned with charter document

Annual Measurable Outcomes

Expected	Actual
Facility Safety: internal matrix to show 100% of facilities at proficient levels	Complete. See Action A for details.
Suspension & Expulsion Rates per Dashboard: decrease suspension & expulsion rates per change rate as calculated on Dashboard	No students suspended in 2017-18, baseline suspension rate of 0%. Blue on dashboard overall.

Actions / Services

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

Action 3A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain all facilities at proficient security levels.	<p>Goal Met</p> <p>All school sites are safe and secure. Security levels are maintained through the implementation of auto-generated Preventative Maintenance (PM) work orders using Schooldude Systems. PM work orders are auto-generated, quarterly, for each site. Completion of PM work orders includes; Inspection of the Building Exterior (access control, fencing/gates, security equipment) along with the Building Interior (Doors, access control, security equipment). Repairs and Maintenance of</p>	\$12,500	\$15,868

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>security components are completed and noted in the PM work order. Security Window film, exit alarms, and privacy fence netting have been added to the 'internal evaluation system' this year. These security components are being installed at admin and school sites - based on Security funds and structured judgment.</p>		

Action 3B

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The whole child will be supported through various means including: Social/emotional groups led by counselors, STAR Team Meetings (including counselors, support staff, and special education teachers) to support students with behavioral and social needs, MTSS specific staff development training focused on social well-being and supports for students in and outside the classroom.</p> <p>The charter will use suspension overall and subgroup data to refine team practices, as appropriate.</p> <p>Focus specifically on subgroups designated as orange, red, or performance gaps on the Dashboard.</p> <p><i>Measure: Support efforts will be measured by a decreased overall suspension rate, as</i></p>	<p>Goal Met</p> <p>The school completed all planned efforts to address whole child support. School counselors are leading small groups addressing social and emotional needs at student centers. STAR Teams are established and address individual student needs through Tier 3 meetings. Assistant Classroom Educators (ACEs) support teacher with addressing student needs in the classroom. Teachers receive monthly MTSS trainings as part of their blended learning day. Subgroup data is analyzed through the PLC process and the AIMM process in conjunction with the Assessment team and is used to refine practices at the classroom and district level.</p> <p>The charter school has maintained suspension and expulsion rates significantly lower than the county. On the CDE Dashboard (2018), the suspension rate indicator is blue, and all subgroups are blue. Expulsion rates remain at 0%.</p> <p>In addition, the most recent suspension and expulsion rates available through DataQuest are tabled below.</p>	<p>\$18,000</p>	<p>\$17,649</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated
Actual
Expenditures

*calculated on the Accountability Dashboard
change rate.*

Expulsion Rate		
	2017-18	2016-17
Citrus Springs	0.0%	0.00%
OC County	0.5%	0.04%

Suspension Rate		
	2017-18	2016-17
Citrus Springs	0.0%	1.20%
OC County	2.5%	2.70%

Analysis – Goal 3

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

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

The overall implementation of the actions/services for this goal were good. Both actions were met.

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

The overall effectiveness of the actions/services to achieve this goal were great. Both actions show excellent results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences in this goal.

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

There are no major changes to this goal.

Goal 4

Technology: Increase course access and student engagement by utilizing 21st-century tools, resources, and materials.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6, 8

Local Priorities: Aligned with charter document

Annual Measurable Outcomes

Expected	Actual
Staff/student survey data and inventory system: All classrooms maintain 10:1 levels and continue to offer Chromebooks to all Homeschool students in grades TK-12	Completed, see Action A for additional details.
Canvas course content based on survey data: Grade 12 course content in Canvas	Completed, see Action B for additional details.
Staff development feedback: Train staff on two tech tools as a part of large, mandated group activity	Completed, see Action C for additional details.

Actions / Services

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

Action 4A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all	Goal Met All Academy programs are at a minimum 12:1 student to chromebook ratio. Homeschool and all high school programs are 1:1. Access time has greatly increased for all students.	\$4,500	\$6,563

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>programs. Increase access time in Academy programs at 12:1 levels. Homeschool program offers 1:1 in grades TK-12.</p> <p><i>Measure: Inventory system Chromebook counts and survey data</i></p>	<p>Chromebooks were also one of the highest rated resources on our LCAP stakeholder survey for being "used and useful."</p>		

Action 4B

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Based on user feedback, revise Canvas courses as necessary to increase participation and ensure accurate links/content.</p> <p><i>Measure: Canvas course content.</i></p>	<p>Goal Met All Canvas course videos have been saved in MP4 format to ensure students have access to the correct content. Biology has begun to add in specialist discussions prior to each mastery assignment where students can ask clarifying questions of the specialist before starting their Mastery Assignment. We have begun duplicating this feature in our other 9th and 10th grade courses.</p>	<p>\$3,000</p>	<p>\$2,477</p>

Action 4C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Train all staff on two additional educational technology (Ed Tech) tools a least two times each year to ensure quality use of technology resources. Ensure staff have specific training</p>	<p>Goal Met In October staff were trained on Gmail, Google Calendar, Hangouts, Drive, Docs and Sheets. The training included suggestions for student projects in each of the Google Suite components. In January teachers participated in a CANVAS Q &</p>	<p>\$1,200</p>	<p>\$881</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>on how to teach students to utilize technology resources.</p> <p><i>Measure: Agendas and sign-in sheets</i></p>	<p>A online, and utilized pinned discussions in CANVAS to share their progress toward the school's BHAG goals.</p>		

Analysis – Goal 4

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

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

The overall implementation of the actions/services for this goal were good. All actions were well implemented and met.

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

The overall effectiveness of the actions/services to achieve this goal were great. All actions met or exceeded.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between the budget and actual expenditures.

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

There are no major changes to this goal.

Goal 5

Qualifying Students: Increase support for qualifying students.

These include English Learners (ELs), students with disabilities (SWDs), foster youth, homeless youth, and socio-economically disadvantaged (SEDs).

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5

Local Priorities: Aligned with charter document

Annual Measurable Outcomes

Expected	Actual
Principal training and coaching for urban schools	Completed, see Action A for additional details.
MiFi Inventory system: increase MiFi use by 5% across charter	Mifi devices are available to qualifying students throughout the year based upon request.
SBAC scores for SWD subgroup (% met/exceeded): planning meetings and internal data used with fidelity to increase SWD subgroup growth in ELA and math	SBAC met/exceeded rates decreased from 23% in 2016-17 to 18% in 2017-18 for ELA, and decreased slightly from 15% to 14% in math. This is reflective a testing group of 22 students, so a single student can swing performance percentage by about 5%.
Complete comprehensive training for ACEs	Completed, for additional details see Action D.
SBAC scores for EL subgroup (% met/exceeded): increase EL subgroup growth data in ELA and math	Increased ELA rate from 23% in 2016-17 to 28% in 2017-18, and from 20% to 26% in math.

Actions / Services

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

Action 5A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to contract with an established, highly successful group who study successful urban (Socio- economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Principals to develop and support best practices with these particular subgroups.	<p>Goal Met</p> <p>The charter has a coach from this group working with the Senior Director of Academies to ensure that she is able to most effectively support the principals with best practices for working with low-income and English Learner subgroups.</p>	\$5,000	\$7,985

Action 5B

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide MiFi (portable WiFi service) to foster, EL, homeless, and low-income students in order to access technology and resources when not at a resource center.	<p>Goal Met</p> <p>Mifi devices are available to qualifying students throughout the school year (upon request).</p>	\$300	\$300

Action 5C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
In order to increase math and ELA CAASPP achievement, teachers/ESs will have planning meetings in one-to-one and small groups through STAR groups to ensure IEP goals are met while tracking and monitoring data throughout the year using mastery quizzes	<p>Goal Met</p> <p>STAR teams have been formed for students with disabilities as well as other struggling students. Teams meet in one-on-one and group settings to address individual student needs. Special Education staff also meet weekly online to address student needs, and monthly in Personalized Learning Collaborative (PLC)</p>	\$5,500	\$20,293

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																		
<p>and i-Ready. Collaboration will count on "first, best instruction" to mirror general education goals by utilizing PLC groupings.</p> <p>Revise planning meetings and monitoring practices, as appropriate, to attain goal.</p> <p><i>Measure: Dashboard change rate in math and ELA for students with disabilities subgroup</i></p>	<p>groups to review student needs and progress. SpEd staff are meeting more regularly with STAR teams and participating in more schoolwide staff development and data days.</p> <p>The CDE Dashboard did not assign a performance color due to having less than 30 students in the SWD subgroup. However, subgroup change rates are given and show a decrease of 6.3 points in ELA and an increase of 20.8 points in math (based on distance from 3).</p> <p>In order to effectively monitor and increase these rates, iReady diagnostics are used to analyze these students. Current progress as of mid-way through the year toward yearly targets has been included:</p> <table border="1" data-bbox="703 824 1480 1162"> <thead> <tr> <th colspan="4">Citrus Progress Towards i-Ready Yearly Targets</th> </tr> <tr> <th rowspan="2">Subgroup</th> <th rowspan="2">Total</th> <th>Progress Towards Yearly Growth Target (as of Mid-Year 50%+)</th> <th>Progress Towards Yearly Growth Target (as of Mid-Year 50%+)</th> </tr> <tr> <th>Reading</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>243</td> <td>163%</td> <td>123%</td> </tr> <tr> <td>SWD</td> <td>48</td> <td>233%</td> <td>150%</td> </tr> </tbody> </table>	Citrus Progress Towards i-Ready Yearly Targets				Subgroup	Total	Progress Towards Yearly Growth Target (as of Mid-Year 50%+)	Progress Towards Yearly Growth Target (as of Mid-Year 50%+)	Reading	Math	All students	243	163%	123%	SWD	48	233%	150%		
Citrus Progress Towards i-Ready Yearly Targets																					
Subgroup	Total	Progress Towards Yearly Growth Target (as of Mid-Year 50%+)	Progress Towards Yearly Growth Target (as of Mid-Year 50%+)																		
		Reading	Math																		
All students	243	163%	123%																		
SWD	48	233%	150%																		

Action 5D

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to train and support Assistant Classroom Educators (ACES)/instructional</p>	<p>Goal Met Classroom management training was held in September. In</p>	<p>\$67,646 \$100,000</p>	<p>\$195,709 \$473</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>aides for all K-5th grade academy classrooms to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, foster, homeless, and socio- economically disadvantaged students, and those students requiring MTSS/RTI support.</p> <p><i>Measure: ACE assignments and training calendar</i></p>	<p>February and April, staff continued training with instructional and social emotional support strategies to support all learners, including significant subgroups. Extended learning opportunities are available in the ACE Training course in Canvas. Some vice principals provide monthly training for ACEs during blended PLC days.</p>	<p>\$1,500</p>	

Action 5E

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase EL met/exceeded in both ELA and math.</p> <p>Increase EL RFEP though at least two specialized staff development trainings which include core interventions and strategies that teachers commit to employing. Add three coordinator walk-throughs to ensure fidelity with use of best practices and ELD I CANs.</p> <p>Change trainings and practices based on new data sets and teacher feedback, as appropriate.</p>	<p>Goal Met</p> <p>Leaders are selected from Springs educators for a series of trainings in order to disseminate effective English Learner teaching strategies to the rest the organization.</p> <p>English Learner specific professional development was given three times in 2018-19. The September training covered Academic Vocabulary using the Frayer model. The January training covered Talk Moves: a specific EL strategy used to meet the needs of EL students in your classroom. Sentence starters that students use to join a class discussion encourage both academic thinking and social connectedness. The May training included an overview of the EL Standards with a review of the vocabulary development practices used throughout the year. Strategies for integrating the standards and lesson planning were be a focus for this development.</p>	<p>\$2,500</p> <p>\$1,000</p>	<p>\$7,457</p> <p>\$1,185</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated
Actual
Expenditures

Measure: Dashboard change rates in both state and internal data points, staff development agendas and sign-in sheets, and walk-through documentation

In addition, the Director of Assessment/EL Coordinator conducted classroom walkthroughs to look for evidence of vocabulary development across all subjects.

The most current data available on the CDE Dashboard indicates a CAASPP increase in ELA (5.2 points) and maintenance of -2.8 points in math for the English Learners subgroup. However, because Dashboard data is not a good indicator of progress that has been made in the 2018-19 school year, iReady progress toward yearly targets has been included.

Citrus Progress Towards i-Ready Growth Targets			
Subgroup	Total	Progress Towards Yearly Growth Target (as of Mid-Year 50%+)	Progress Towards Yearly Growth Target (as of Mid-Year 50%+)
		Reading	Math
All	243	163%	123%
EL	60	158%	127%

Analysis – Goal 5

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

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

The overall implementation of the actions/services for this goal were good. Everything was implemented in order to achieve the goal.

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

The overall effectiveness of the actions/services to achieve this goal were great. The data shows each goal was met with some exceeding expectations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated actuals are slightly over budget on some actions, but overall the goal is fairly balanced and the charter is happy with the results achieved.

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

There are no major changes to this goal.

Goal 6

Mission: Continue to support parent choice and personalized learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 6

Local Priorities: Aligned with charter document

Annual Measurable Outcomes

Expected	Actual
State attendance, graduation and drop-out rates: maintain all rates to be better than county average	Citrus Springs achieved a 96.9% attendance rate; higher than the county. The school's four-year adjusted cohort drop-out and graduation rates are not yet available on DataQuest due to a low number of graduates in our first graduating class.
Staff and WASC feedback: personalized learning on staff development as mandatory; add to personalized learning continuum	Completed, see Action B for additional details.
Marketing event calendar: 10 marketing events scheduled	Completed, see Action C for additional details.

Actions / Services

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

Action 6A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The charter will maintain attendance rates above county averages. The charter will decrease middle school and high school	Goal Met	\$9,000	\$4,741

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>dropout rates, and increase graduation rates by accountability measure growth each year through adequate progress process, student involvement in goal setting, personalized learning process, interest choices, and student engagement methods.</p> <p>Suspension rates can be found in goal #3B.</p> <p><i>Measure: Aggregate attendance rate drop-out data; graduation and drop-out rates per Data Quest; both state and internal (up-to-date) data points.</i></p>	<p>The school has continued focus on student involvement in goal setting, personalized learning process, interest choices, and student engagement methods. All students are enrolled in courses that will lead to a high school diploma. Transcripts are reviewed upon enrollment and annually to review and update course advisement. School counselors meet with all 11th grade students and any time a student is flagged as not on track for cohort graduation.</p> <p>The charter school's 2017-18 average daily attendance rate was 96.9%, which is above the county average.</p> <p>Drop out and graduate data is not yet available because the 2018 graduating class was 5 students (less than 11 students required for public data release). Of the five cohort students, 4 graduated with their high school diploma and one continued enrollment with the school to complete graduation requirements.</p>		

Action 6B

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to develop the training resources for the Springs' Personalized Learning continuum and learning rubric. Continue to train staff on developing personalized learning plans related to the continuum and on the implementation of personalized learning in a variety of settings.</p>	<p>Goal Met</p> <p>In August 2018 the school held a personalized learning continuum training and teacher goal setting (academy teachers).</p> <p>In September 2018 The Teaching the Springs Way (TTSW) Handbook was distributed to all academy teachers, a full-day classroom management training was held. In addition, all teachers participated in a full day of Personalized Learning Workshops including content on Mastery Learning and Personalized Learning best practices such as Goal Setting, Online Programs (ST MATH, iReady, Lexia, Reading Plus), Online Free PD</p>	<p>\$15,000 \$300</p>	<p>\$12,000 \$750</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Update trainings and resources based on user feedback, as appropriate.</p> <p><i>Measure: Project update for the personalized learning continuum staff development resources, PLC agendas.</i></p>	<p>Options, Student Portfolios, Using State Assessments to Plan Backwards, Annual Curriculum Maps, Number Talks, Managing Centers, Using Open Education Resources, CANVAS Training, Flexible Environment, I CAN! Resources, Engagement Strategies, Writing Strategies, Novel Studies, Student Conferencing, Gamifying Personalized Learning Paths in Middle School. High School teachers engaged in training specific to our school wide growth goal: Writing Across the Content Areas.</p> <p>In October 2018, teachers participated in a blended professional development, which included CANVAS Training, Google Chrome & Apps Training, TTSW Steps 1 & 2 online training.</p> <p>The Personalize Learning Expert Program Teachers met for five training days to design "Learning Lab Look Fors:" Determining WOW Factor, Increasing student goal setting and reflection, growing as personalized learning leaders through the Little Bets process. Participants were given access to the Teaching the Springs Way Toolbox. This is an online Canvas Course and is a pragmatic resources for teachers to "grab and go" resources and curriculum to support the Personalized Learning Continuum.</p> <p>All TK through 3rd grade teachers were added to the Teaching Literacy the Springs Way course. This course has research based strategies for the eight components of literacy instruction. The first course is for fluency strategies. The next course to be developed is Phonics Instruction.</p>		

Action 6C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase parent involvement by marketing personalized learning through social media and numerous marketing tactics/events based</p>	<p>Goal Met</p>	<p>\$8,000 \$6,300</p>	<p>\$7,920 \$12,322</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated
Actual
Expenditures

on focus group, marketing committee, and other stakeholder input. Maintain robust Homeschool package.

Measure: Focus group notes, homeschool funds allotment calendar, marketing purchase orders, and marketing events calendar.

Since July 2018, the school has hosted or participated in 10 marketing and outreach events in Orange County. This meets our goal of 10 events in 2018-19.

Staff have begun scheduling events through the end of the calendar year. Throughout the Springs network, 42 students have enrolled in 2018-19 as a direct result of efforts at marketing events, based upon parents answering "how did you hear about Springs" on the application for enrollment. In addition to outreach events, the school maintains a robust portfolio of direct and indirect marketing efforts. These include, but are not limited to: radio advertisements, press releases, postcards, mail inserts, billboards, movie theater advertisements, mall advertisements, and more.

The Homeschool package for the 2019-20 school year has been updated to provide families with additional funding for items like enrichment classes and curriculum. This update allows the school to maintain a competitive position in the overall homeschool landscape.

All parents are encouraged to participate in both academic and extracurricular capacities. Parents are invited to development opportunities (parent certification, Ignite Conference, SPREE, etc.), school committees, volunteering on-site, and Personalized Learning Plan Meetings.

For unduplicated students specifically, students and parents meet quarterly with the teacher (and additional staff as needed) to create personalized learning goals for each student. Individual goals are discussed, documented, and tracked throughout the learning period. Students with IEPs go through the same learning plan process in addition to IEP meetings at least annually and as needed.

Analysis

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

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

The overall implementation of the actions/services for this goal were good. All of the actions were met for this goal.

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

The overall effectiveness of the actions/services to achieve this goal were great. The data indicates that the actions were all met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between the budget and actual expenditures.

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

There are no major changes to this goal.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Stakeholder Committee: The stakeholder group helped to develop and refine goals based on the state priorities and chartering document. The Committee also assumed the role of data analysis and revisions in order to complete the document. This process involved multiple people who are experts in their field for input on their particular goals (ie: Special Education). Each stakeholder involved refined the goals based on their expertise. The Committee members also attended trainings throughout Southern California to ensure familiarity with LCAP processes. At the end of the process the Committee met again and solidified all of the goals based on ALL of the feedback received.

Board/Community Training/Meetings: During public session in December staff present a mid-year update which explains the progress as of the end of November. In May, the staff reminded the Board of the reasons for the LCAP document and the impact. During this presentation state priorities, charter vision, CDE Dashboard, and stakeholder ideas were outlined. During public session each person in attendance was given a chance to vote on which three actions/services for which they would like more information on at future public board meetings. The top three for which they would like more information were:

1. Career-Technical Education and Internships
2. College-Readiness Opportunities
3. Marketing Efforts

Authorizer Feedback: The Stakeholder Committee also looked at authorizer feedback from prior years to ensure all items were properly submitted based on their evaluation.

The Community-At-Large: The community was given a lengthy online survey describing the LCAP process with an outline of the six goals. The six goals were then separated into action/services where each participant was asked if each focused resource (provided by the school) was: used and useful, used and not useful, not used, or unknown. These survey results (aggregated) are as follows.

Survey: School stakeholders were surveyed in April-May 2019. For each of the six LCAP goals, stakeholders were asked how well they think the school doing to provide services and resources to students. In addition survey participants were asked to rate each LCAP resource as being used and helpful, used and not helpful, or not used. Results are below.

2019 LCAP Survey Findings

	% stakeholders who say we are “exceeding expectations” or “doing well” *	Highest rated resources for being “used and useful”	Lowest Rated resource; voted “used but not helpful”
Common Core Transition	63%	i-Ready Assessments (63%)	I CAN Trackers (19%)
College & Career Readiness	56%	Guidance Counselor Meetings (19%)	CTE Materials and Classes (4%)
Student Safety	89%	Safe and Maintained Schools (52%)	Safe and Maintained Schools (7%)
Engaging Students	81%	Chromebook Availability (74%)	Canvas (11%)
Student Support	92%	i-Ready Instruction (63%)	Personalized Learning (11%)
Personalized Learning	89%	Learning Plans (63%)	(Homeschool Only) Co-op Homeschool Group (4%)

**Stakeholders who responded “I don’t know” and “not applicable for my student” are not included in percentages*

N/A = All resources in this category received at least an 80% “helpful” rating.

*** Resource received a 100% “helpful” rating.*

Impact on LCAP and Annual Update

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

After compiling and analyzing all stakeholder feedback, the charter staff is confident that the LCAP goals are congruent with needs. With overall “used and useful” or favorable responses to actions, the LCAP Committee made only minor revisions to the items. In some cases, the metrics were changed to align more thoroughly with public data (eg: attendance rates to chronic absenteeism). Furthermore, the estimated actuals were analyzed and current and next year’s budget were updated so that the stakeholders received accurate, transparent future expenditures.

Due to the new federal addendum, staff aligned federal expenditures (in applicable areas) and noted on both the LCAP and the Addendum. In summary, the stakeholder groups were pleased with the LCAP and Addendum and only minor changes were necessary.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

Teaching and Learning: Maintain high quality, rigorous Common Core State Standards curriculum and instruction to maintain/strengthen California Assessment of Student Performance and Progress (CAASPP) achievement through research-based practices and teacher training.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities: Aligned with charter document

Identified Need:

Need to ensure high quality, rigorous standards curriculum and instruction in order to achieve CAASPP achievement through best practices and teacher training.

Charter has identified needs based on multiple measures as shown below in Expected Annual Measurable Outcomes. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC and internal assessment data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Mastery-based curriculum	Committee designated to implement mastery-based curriculum	Committee designated to implement mastery-based curriculum	Committee designated to implement mastery-based curriculum	Committee designated to implement mastery-based curriculum
SBAC ELA % met/exceeded	43% <i>Data Source: Data Quest</i>	Maintain or increase all change rates	Maintain or increase all change rates	Maintain or increase all change rates
SBAC Math % met/exceeded	28% <i>Data Source: Data Quest</i>	Maintain or increase all change rates	Maintain or increase all change rates	Maintain or increase all change rates
Data-driven staff development	While there is no Dashboard data available for this year, the charter will be using data on internal and state assessments on individual, grade level, grade span, significant subgroup and overall levels to drive professional development and instruction. <i>Data Source: CDE Dashboard</i>	Increase current rates for red/orange significant subgroups	Increase current rates for red/orange significant subgroups	Increase current rates for red/orange significant subgroups

Planned Actions / Services

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

Action **1A**

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

Students to be Served:

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

All

Location(s):

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

All schools

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Refine the Common Core-based curriculum which incorporates modular units to scaffold and have modified assignments to support all students, including struggling students. Develop Springs' I Can curriculum including online curriculum, homeschool boxsets and "Make it-Take it" workshops. Purchase textbooks, materials, and online subscriptions to support this goal.

Measure: Developed mastery-based curriculum for K-12.

2018-19 Actions/Services

Based on feedback from users, continue to refine the Common Core-based curriculum which incorporates modular units to scaffold and have modified assignments to support all students, including struggling students. Develop Springs' I Can curriculum including online curriculum, homeschool boxsets and "Make it-Take it" workshops. Purchase textbooks, materials, and online subscriptions to support this goal.

2019-20 Actions/Services

Based on feedback from users, continue to refine the Common Core-based curriculum which incorporates modular units to scaffold and have modified assignments to support all students, including struggling students. Develop Springs' I Can curriculum including online curriculum, homeschool boxsets and "Make it-Take it" workshops. Purchase textbooks, materials, and online subscriptions to support this goal. The charter intends for all curriculum to be revised every year to ensure working links, new choice assignments, and updates throughout.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$23,940 \$14,700	\$5,972 \$15,049	\$6,500 \$16,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)

Action 1B

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

Students to be Served:

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

All

Location(s):

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

All

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Modified

2017-18 Actions/Services

ELA - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready.

Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance.

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

Modified

2018-19 Actions/Services

ELA - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready.

The charter will prioritize subgroups that measure on Dashboard as red, orange, or have significant performance gaps (2+ from overall); currently the Hispanic subgroup is orange.

Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance

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

Modified

2019-20 Actions/Services

ELA - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready.

The charter will prioritize subgroups that measure on Dashboard as red, orange, or have significant performance gaps (2+ from overall).

Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,025 \$13,801	\$3,318 \$9,907	\$4,000 \$10,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services)	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services)	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services)

Action 1C

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

Students to be Served:

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

Location(s):

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

All

All

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A

N/A

N/A

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Math - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready.

Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance

2018-19 Actions/Services

Math - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready.

The charter will prioritize subgroups that measure on Dashboard as red, orange, or have significant performance gaps (2+ from overall).

Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance.

2019-20 Actions/Services

Math - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready.

The charter will prioritize subgroups that measure on Dashboard as red, orange, or have significant performance gaps (2+ from overall).

Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Above (1B)	See Above (1B)	See Above (1B)
Source	See Above (1B)	See Above (1B)	See Above (1B)
Budget Reference	See Above (1B)	See Above (1B)	See Above (1B)

Action 1D

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

Students to be Served:

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

All with specificity for underserved populations

Location(s):

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

All

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Modified

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

Unchanged

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

Modified

2017-18 Actions/Services

Continue to develop staff during five staff development/data day trainings each year. Agendas will be developed based on the results of internal and state achievement data. Staff development will include NGSS implementation, CCSS mastery based instruction and using student achievement data to drive instruction. Staff will also attend external conferences and workshops.

Measure: Master calendar, agendas, sign-in sheets, annual staff development plan

2018-19 Actions/Services

Continue to develop staff during five staff development/data day trainings each year. Agendas will be developed based on the results of internal and state achievement data. Staff development will include NGSS implementation, CCSS mastery based instruction and using student achievement data to drive instruction. Staff will also attend external conferences and workshops.

Measure: Master calendar, agendas, sign-in sheets, annual staff development plan

2019-20 Actions/Services

Continue to develop staff during five staff development/data day trainings each year. Agendas will be developed based on the results of internal and state achievement data. Staff development will include NGSS implementation, CCSS mastery based instruction and using student achievement data to drive instruction. Staff will also attend external conferences and workshops. Staff development will specifically target underserved student populations.

Measure: Master calendar, agendas, sign-in sheets, annual staff development plan

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,786 \$24,892 \$100	\$30,957 \$2,898 \$10,122	\$35,000 \$4,000 \$20,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62 LCFF Fund 62 Federal – Title II
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services) R0000/O4xxx (materials and supplies)	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services) R0000/O4xxx (materials and supplies)	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services) R4035/O4xxx (materials and supplies)

Action 1E

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

Students to be Served:

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

All

Location(s):

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

All

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Ensure teachers are credentialed in content areas, per independent study guidelines.

Measure: teacher assignment report

2018-19 Actions/Services

Ensure teachers are credentialed in content areas, per independent study guidelines.

Measure: teacher assignment report

2019-20 Actions/Services

Ensure teachers are credentialed in content areas, per independent study guidelines.

Measure: teacher assignment report

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,913	\$2,447	\$3,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 3xxx (salaries and benefits)

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

Unchanged

Goal 2

High School: Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, increasing enrollment in A-G approved coursework and sequence, improving 11th grade CAASPP results, providing concurrent/dual enrollment opportunities, advertising Golden State Merit Diploma, and other specialized/personalized options.

State and/or Local Priorities addressed by this goal:

State Priorities: 7, 8

Local Priorities: Aligned to charter document

Identified Need:

Need to support college and career readiness for all high school students through CTE, A-G coursework, CAASPP results, college course enrollment (dual credit), Golden State Merit Diploma, and all other personalized learning options.

Charter has identified needs based on multiple measures as shown below in Expected Annual Measurable Outcomes. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC and internal assessment data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CTE/Internship enrollment per SIS	Internship courses are intended for juniors and seniors; charter will begin enrolling 11 th and 12 th grade students in 2018-19.	Baseline data = Of the 12 juniors and seniors enrolled, 2 students completed CTE courses and two completed Internship courses.	Increase CTE/Internship enrollment by 3%	Increase CTE/Internship participation

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Concurrent/Dual enrollment opportunities	Three marketing pieces annually	Four marketing pieces annually	Four marketing pieces annually with college offerings at one site	Four marketing pieces annually with college offerings at two sites
Teacher assignment report	100% compliant per independent study guidelines	100% compliant per independent study guidelines	100% compliant per independent study guidelines	100% compliant per independent study guidelines
A-G course packs	Committee developed to begin mastery-based A-G courses	Develop 9th grade A-G mastery-based course	Develop 10th grade A-G mastery-based course	Develop 11th grade A-G mastery-based course

Planned Actions / Services

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

Action **2A**

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

Students to be Served:

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

All

Location(s):

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

All

Specific grade span: 9-12

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

To increase career-readiness, the charter will further develop and advertise course offerings in the areas of Career-Technical Education (CTE) and internships. The charter will offer two additional CTE pathway offerings: Human Services and Hospitality, Tourism, and Recreation.

The charter will also increase internship participation among our high school students by advertising offerings in three ways.

Measure: new CTE pathway development per OASIS and internship advertising materials

2018-19 Actions/Services

To increase career-readiness, the charter will further develop and advertise course offerings in the areas of Career-Technical Education (CTE) and internships. The charter will offer one additional CTE pathway offerings.

The charter will also increase internship participation among our high school students by advertising offerings in three ways.

Measure: new CTE pathway development per OASIS and internship advertising materials

2019-20 Actions/Services

To increase career-readiness, the charter will further develop and advertise course offerings in the areas of Career-Technical Education (CTE) and internships. The charter will offer additional CTE pathway offerings.

The charter will revise internship procedures to create more high quality, meaningful options for students. Internship information is advertised to high school student in three ways to ensure that all families are aware of opportunities.

Measure: new CTE pathway development per OASIS and internship advertising materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,273 \$100	\$3,803 \$60	\$4,000 \$100
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62

Year	2017-18	2018-19	2019-20
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)

Action 2B

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

Students to be Served:

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

Location(s):

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

All	All Specific grade span: 9-12
-----	----------------------------------

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A	N/A	N/A
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Actions/Services

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

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

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

Modified	Modified	Unchanged
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2017-18 Actions/Services

To increase college-readiness, the charter will advertise concurrent and/or dual enrollment opportunities to all high school students through additional advertising and increased counselor support.

Measure: advertising materials

2018-19 Actions/Services

To increase college-readiness, the charter will offer two college courses on one campus, through a vendor, or online for students to attend for dual credit (college and high school).

Measure: OASIS course enrollment

2019-20 Actions/Services

To increase college-readiness, the charter will offer two college courses on one campus, through a vendor, or online for students to attend for dual credit (college and high school).

Measure: OASIS course enrollment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,794	\$2,598	\$3,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 3xxx (salaries and benefits)

Action 2C

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

Students to be Served:

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

All

Location(s):

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

All
Specific grade span: 9-12

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

Begin revising a-g courses to make them mastery-based. The revised courses will include modules designed for mastery and will include options for remediation to ensure successful completion by students. Revisions will start with 9th grade for 17-18.

Measurement: a-g course design changes

2018-19 Actions/Services

Continue revising a-g courses to make them mastery-based. The revised courses will include modules designed for mastery and will include options for remediation to ensure successful completion by students. Revise grade 10 a-g courses.

2019-20 Actions/Services

Continue revising a-g courses to make them mastery-based. The revised courses will include modules designed for mastery and will include options for remediation to ensure successful completion by students. Revise grade 11 a-g courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,052	\$1,625	\$2,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx	R0000/O1xxx, 3xxx	R0000/O1xxx, 3xxx

Year	2017-18	2018-19	2019-20
	(salaries and benefits)	(salaries and benefits)	(salaries and benefits)

Action 2D

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

Students to be Served:

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

Location(s):

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

All

All
Specific grade span: 9-12

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Advertise Golden State Merit Diploma by marketing to all high school students through at least 3 delivery methods.

Measure: advertising materials

2018-19 Actions/Services

Advertise Golden State Merit Diploma by marketing to all high school students through at least 3 delivery methods.

Measure: advertising materials

2019-20 Actions/Services

Advertise Golden State Merit Diploma by marketing to all high school students through at least 3 delivery methods.

Measure: advertising materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$140	\$6,534	\$7,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)

Action 2E

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

Students to be Served:

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

All

Location(s):

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

All
Specific grade span: 9-12

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

Use individual, significant subgroup, grade level internal assessment and cluster data to drive instruction at the beginning of grade 9 to identify high school strengths and weaknesses and implement research-based strategies to maintain/increase CAASPP grade 11 "met" or "exceeded" and/or "ready" or "conditionally ready" EAP scores. Assessments will include i-Ready and Illuminate.

Measure: Grade 11 percentage met or exceeded on CAASPP ELA and math and/or percentage ready or conditionally ready on EAP metric.

2018-19 Actions/Services

Continue to use individual, significant subgroup, grade level internal assessment and cluster data to drive instruction at the beginning of grade 9 to identify high school area strengths and weaknesses and implement research-based strategies to maintain/increase CAASPP grade 11 "met" or "exceeded" and/or "ready" or "conditionally ready" EAP scores. Assessments will include i-Ready and Illuminate. Revise curriculum and/or practices, as appropriate.

Measure: Grade 11 percentage met or exceeded on CAASPP ELA and math and/or percentage ready or conditionally ready on EAP metric.

2019-20 Actions/Services

Continue to use individual, significant subgroup, grade level internal assessment and cluster data to drive instruction at the beginning of grade 9 to identify high school area strengths and weaknesses and implement research-based strategies to maintain/increase CAASPP grade 11 "met" or "exceeded" and/or "ready" or "conditionally ready" EAP scores. Assessments will include i-Ready and Illuminate. Revise curriculum and/or practices, as appropriate.

The charter will prioritize subgroups that measure on Dashboard as red, orange, or have significant performance gaps (2+ from overall).

Measure: Grade 11 percentage met or exceeded on CAASPP ELA and math and/or percentage ready or conditionally ready on EAP metric.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,071	\$8,585	\$9,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 3xxx (salaries and benefits)

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

Unchanged

Goal 3

Safety and Culture: Improve student safety and school culture.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities: Aligned with charter document

Identified Need:

The need to ensure student safety and positive school culture is a high priority.

Charter has identified needs based on multiple measures as shown below in Expected Annual Measurable Outcomes. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC and internal assessment data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facility Safety	Internal metrics shows 100% (1 of 1) facilities at proficient levels <i>Data Source: Facilities Security Google Doc</i>	Internal matrix to show 100% of facilities at proficient levels	Internal matrix to show 100% of facilities at proficient levels	Internal matrix to show 100% of facilities at proficient levels

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rates per Dashboard	Dashboard suspension rates indicator is awaiting baseline data <i>Data Source: CDE Dashboard</i>	Baseline data on Dashboard indicates a suspension rate of 1.2%. Color rating and change rate not yet available.	Decrease suspension rates per change rate as calculated on Dashboard Dashboard indicates blue rating.	Maintain blue dashboard indicator

Planned Actions / Services

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

Action **3A**

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

Students to be Served:

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

All

Location(s):

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

All

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Maintain all facilities at proficient security levels.

Measure: Proficient level calculation based on internal evaluation system

2018-19 Actions/Services

Maintain all facilities at proficient security levels.

Measure: Proficient level calculation based on internal evaluation system

2019-20 Actions/Services

Maintain all facilities at proficient security levels.

Measure: Proficient level calculation based on internal evaluation system

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$15,868	\$16,500
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O4xxx, 5xxx (materials and services)	R0000/O4xxx, 5xxx (materials and services)	R0000/O4xxx, 5xxx (materials and services)

Action **3B**

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

Students to be Served:

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

All

Location(s):

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

All

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

The whole child will be supported through various means including: Social/emotional groups led by counselors, STAR Team Meetings (including counselors, support staff, and special education teachers) to support students with behavioral and social needs, MTSS specific staff development training focused on social well-being and supports for students in and outside the classroom.

Measure: Support efforts will be measured by a decreased overall suspension rate, as calculated on the Accountability Dashboard change rate.

2018-19 Actions/Services

The whole child will be supported through various means including: Social/emotional groups led by counselors, STAR Team Meetings (including counselors, support staff, and special education teachers) to support students with behavioral and social needs, MTSS specific staff development training focused on social well-being and supports for students in and outside the classroom.

The charter will use suspension overall and subgroup data to refine Team practices, as appropriate.

Measure: Support efforts will be measured by a decreased overall suspension rate, as calculated on the Accountability Dashboard change rate.

2019-20 Actions/Services

The whole child will be supported through various means including: Social/emotional groups led by counselors, STAR Team Meetings (including counselors, support staff, and special education teachers) to support students with behavioral and social needs, MTSS specific staff development training focused on social well-being and supports for students in and outside the classroom.

The charter will use suspension and expulsion overall and subgroup data to refine Team practices, as appropriate.

Measure: Support efforts will be measured by a decreased overall suspension rate, as calculated on the Accountability Dashboard change rate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,346	\$17,649	\$18,300
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) Some general fund contribution to Special Education	R0000/O1xxx, 3xxx (salaries and benefits) Some general fund contribution to Special Education	R0000/O1xxx, 3xxx (salaries and benefits) Some general fund contribution to Special Education

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

Unchanged

Goal 4

Technology: Increase course access and student engagement by utilizing 21st-century tools, resources, and materials.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6, 8

Local Priorities: Aligned with charter document

Identified Need:

Need to ensure course access for all students by utilizing up-to-date tools, resources, and materials.

Charter has identified needs based on multiple measures as shown below in Expected Annual Measurable Outcomes. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC and internal assessment data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff/student survey data and inventory system	Inventory system currently shows all classroom are at least 10:1 and Homeschool has 1:1 in all grades (TK-12), per parent request	All classrooms maintain 10:1 levels and continue to offer Chromebooks to all Homeschool students in grades TK-12	All classrooms maintain 12:1 levels and continue to offer Chromebooks to all Homeschool students in grades TK-12	Maintain 1:1 chromebook ratio for all students.
Canvas course content based on survey data	Grades 9-11 course content all in Canvas	Grade 12 course content in Canvas	Maintain/revise course content for all high school grades in Canvas	Maintain/revise course content for all high school grades in Canvas

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff development feedback	Trained staff on tech tools as a part of optional learning choice	Train staff on two tech tools as a part of large, mandated group activity	Train staff on two additional tech tools as a part of large, mandated group activity	Train staff on two additional tech tools as a part of large, mandated group activity

Planned Actions / Services

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

Action **4A**

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

Students to be Served:

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

All

Location(s):

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

All

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs. Increase access time in Academy programs at 10:1 levels. Homeschool program offers 1:1 in grades TK-12.

Measure: Inventory system Chromebook counts and survey data

2018-19 Actions/Services

In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs. Increase access time in Academy programs at 12:1 levels. Homeschool program offers 1:1 in grades TK-12.

Measure: Inventory system Chromebook counts and survey data

2019-20 Actions/Services

In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs. Increase access time in Academy programs at 12:1 levels. Homeschool program offers 1:1 in grades TK-12.

Measure: Inventory system Chromebook counts and survey data

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,250	\$6,563	\$7,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O4xxx (materials)	R0000/O4xxx (materials)	R0000/O4xxx (materials)

Action 4B

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

Students to be Served:

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

All

Location(s):

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

All

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

Move 12th grade Core courses from Moodle to Canvas to increase participation. Ensure Canvas is updated regularly to have accurate links/content.

Measure: Canvas course content

2018-19 Actions/Services

Based on user feedback, revise Canvas courses as necessary to increase participation and ensure accurate links/content.

Measure: Canvas course content.

2019-20 Actions/Services

Based on user feedback, revise Canvas courses as necessary to increase participation and ensure accurate links/content.

Measure: Canvas course content.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,195	\$2,477	\$2,500
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)

Action 4C

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

Students to be Served:

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

Location(s):

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

All

All

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

N/A

N/A

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Train all staff on two educational technology (Ed Tech) tools a least two times each year to ensure quality use of technology resources. Ensure staff have specific training on how to teach students to utilize technology resources.

Measure: Agendas and sign-in sheets

2018-19 Actions/Services

Train all staff on two educational technology (Ed Tech) tools a least two times each year to ensure quality use of technology resources. Ensure staff have specific training on how to teach students to utilize technology resources.

Measure: Agendas and sign-in sheets

2019-20 Actions/Services

Train all staff on two educational technology (Ed Tech) tools a least two times each year to ensure quality use of technology resources. Ensure staff have specific training on how to teach students to utilize technology resources.

Measure: Agendas and sign-in sheets

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,185	\$881	\$1,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 3xxx (salaries and benefits)

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

Unchanged

Goal 5

Qualifying Students: Increase support for qualifying students.

These include English Learners (ELs), students with disabilities (SWDs), foster youth, homeless youth, and socio-economically disadvantaged (SEDs).

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5

Local Priorities: Align with charter document

Identified Need:

Need to increase support for all qualifying students including, but not limited to, English Learners, students with disabilities, foster youth, homeless youth, socio-economically disadvantaged, and all other high-need students.

Charter has identified needs based on multiple measures as shown below in Expected Annual Measurable Outcomes. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC and internal assessment data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Principal needs feedback	Nine Principals have been trained, and continue with executive coaching	Train three more Principals and continue follow up with all previously trained Principals	The charter now has in-house experts which will continue to work with all Principals throughout the year to meet goals.	The charter now has in-house experts which will continue to work with all Principals throughout the year to meet goals.
Inventory system: MiFis	Current MiFis checked out to students is 1	Increase MiFi use by 5% across charter	Increase MiFi use by 8% across charter	Increase MiFi use by 10% across charter
SBAC scores for SWD subgroup (% met/exceeded)	Current CAASPP met/exceeded scores for SWD subgroup are ELA: 18.19 Math: 13.64 <i>Data Source: Data Quest</i>	Planning meetings and internal data used with fidelity to increase SWD Dashboard subgroup growth in ELA and math	Increase SWD Dashboard subgroup growth data in ELA and math	Increase SWD Dashboard subgroup growth data in ELA and math
Student/staff survey results	ACES were hired and trained. Survey data shows that ACES are a high priority amongst board, staff and community members.	Move to student/parent survey and achieve higher than average scores for “used and useful” category.	Increase used and useful data by 5%	Increase used and useful data by 5%
SBAC scores for EL subgroup (% met/exceeded)	Current CAASPP met/exceeded scores for SWD subgroup are ELA: 27.66% Math: 25.54% <i>Data Source: Data Quest</i>	Increase EL Dashboard subgroup growth data in ELA and math	Increase EL Dashboard subgroup growth data in ELA and math	Increase EL Dashboard subgroup growth data in ELA and math

Planned Actions / Services

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

Action 5A

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

Students to be Served:

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

Specific student groups

Location(s):

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

All schools

OR

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

Students to be Served:

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

English learners & Low-income

Scope of Services:

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

Unduplicated student groups

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

Continue to contract with an established, highly successful group who study successful urban (socio-economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively

2018-19 Actions/Services

Continue to contract with an established, highly successful group who study successful urban (socio-economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively

2019-20 Actions/Services

The charter's AIMM team of mentors will continue the work of NCUST with the oversight of the Superintendent, Assistant Superintendent of Education, and the Senior Director of Academies. Both the Assistant Superintendent of Education

2017-18 Actions/Services

with Principals to develop and support best practices with these particular subgroups.

Measure: Invoice and meetings

2018-19 Actions/Services

with Principals to develop and support best practices with these particular subgroups.

Measure: Invoice and meetings

2019-20 Actions/Services

and the Senior Director of Academies have had extensive training with NCUST coaches to continue this work of developing and supporting best practices especially related to particular subgroups (Socio- economically disadvantaged and English Learner). These in-house experts will work intensively with Principals to develop and support best practices with these particular subgroups.

Measure: Invoice and meetings

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500 \$13,534	\$7,985	\$10,000
Source	LCFF Fund 62 S/C	LCFF Fund 62 S/C	LCFF Fund 62 S/C
Budget Reference	R0000/O5xxx (services) R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O5xxx (services)	R0000/O1xxx, 3xxx (salaries and benefits)

Action 5B

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

Students to be Served:

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

Specific student groups

Location(s):

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

All schools

OR

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

Students to be Served:

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

English Learners, foster youth, low-income

Scope of Services:

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

Limited to unduplicated student groups

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue to provide MiFi (portable WiFi service) to foster, EL, homeless, and low-income students

2018-19 Actions/Services

Continue to provide MiFi (portable WiFi service) to foster, EL, homeless, and low-income students

2019-20 Actions/Services

Continue to provide MiFi (portable WiFi service) to foster, EL, homeless, and low-income students

2017-18 Actions/Services

in order to access technology and resources when not at a resource center.

Measure: Number of MiFis checked out, per inventory system

2018-19 Actions/Services

in order to access technology and resources when not at a resource center.

Measure: Number of MiFis checked out, per inventory system

2019-20 Actions/Services

in order to access technology and resources when not at a resource center.

Measure: Number of MiFis checked out, per inventory system

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$300	\$300	\$300
Source	LCFF Fund 62 S/C	LCFF Fund 62 S/C	LCFF Fund 62 S/C
Budget Reference	R0000/O5xxx (services)	R0000/O5xxx (services)	R0000/O5xxx (services)

Action 5C

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

Students to be Served:

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

Students with disabilities

Location(s):

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

All schools

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

In order to increase math and ELA CAASPP achievement, teachers/ESs will have planning meetings in one-to-one and small groups through STAR groups to ensure IEP goals are met while tracking and monitoring data throughout the year using mastery quizzes and i-Ready. Collaboration will count on "first, best instruction" to mirror general education goals by utilizing PLC groupings.

Measure: Dashboard change rate in math and ELA for students with disabilities subgroup

2018-19 Actions/Services

In order to increase math and ELA CAASPP achievement, teachers/ESs will have planning meetings in one-to-one and small groups through STAR groups to ensure IEP goals are met while tracking and monitoring data throughout the year using mastery quizzes and i-Ready. Collaboration will count on "first, best instruction" to mirror general education goals by utilizing PLC groupings.

Revise planning meetings and monitoring practices, as appropriate, to attain goal.

Measure: Dashboard change rate in math and ELA for students with disabilities subgroup

2019-20 Actions/Services

In order to increase math and ELA CAASPP achievement, teachers/ESs will have planning meetings in one-to-one and small groups through STAR groups to ensure IEP goals are met while tracking and monitoring data throughout the year using mastery quizzes and i-Ready. Collaboration will count on "first, best instruction" to mirror general education goals by utilizing PLC groupings.

Revise planning meetings and monitoring practices, as appropriate, to attain goal.

The charter will prioritize subgroups that measure on Dashboard as red, orange, or have significant performance gaps (2+ from overall).

Measure: Dashboard change rate in math and ELA for students with disabilities subgroup

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,829	\$20,293	\$21,700
Source	SELPA: Local Assistance and general fund contribution	SELPA: Local Assistance and general fund contribution	SELPA: Local Assistance and general fund contribution
Budget Reference	R3310, 0000/O1xxx, 3xxx (Special Education, salaries and benefits)	R3310, 0000/O1xxx, 3xxx (Special Education, salaries and benefits)	R3310, 0000/O1xxx, 3xxx (Special Education, salaries and benefits)

Action 5D

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

Students to be Served:

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

Specific student group

Location(s):

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

All schools

OR

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

Students to be Served:

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

English Learners, foster youth, low-income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue to train and support Assistant Classroom Educators (ACES)/instructional aides for all K-5th grade academy classrooms to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, foster, homeless, and socio-economically disadvantaged students, and those students requiring MTSS/RTI support.

Measure: ACE assignments and training calendar

2018-19 Actions/Services

Continue to train and support Assistant Classroom Educators (ACES)/instructional aides for all K-5th grade academy classrooms to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, foster, homeless, and socio-economically disadvantaged students, and those students requiring MTSS/RTI support.

Measure: ACE assignments and training calendar

2019-20 Actions/Services

Continue to train and support Assistant Classroom Educators (ACES)/instructional aides for all K-5th grade academy classrooms to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, foster, homeless, and socio-economically disadvantaged students, and those students requiring MTSS/RTI support.

Measure: ACE assignments and training calendar

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$118,315 \$3,600	\$195,709 \$473	\$200,000 \$500
Source	LCAP Fund 62 S/C	Federal Title I LCFF Fund 62 S/C	Federal Title I LCFF Fund 62 S/C
Budget Reference	R0000/O2xxx,3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)	R3010/O2xx,O3xx LCFF Fund 62 S/C R0000/O4xxx (materials and supplies)	R3010/O2xx,O3xx LCFF Fund 62 S/C R0000/O4xxx (materials and supplies)

Action 5E

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

Students to be Served:

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

Specific student group

Location(s):

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

All

OR

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

Students to be Served:

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

English Learner

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

Increase EL met/exceeded in both ELA and math.

Increase EL RFEP though at least two specialized staff development trainings which include core interventions and strategies that teachers commit to employing. Add three coordinator walk-throughs to ensure fidelity with use of best practices and ELD I CANs.

2018-19 Actions/Services

Increase EL met/exceeded in both ELA and math.

Increase EL RFEP though at least two specialized staff development trainings which include core interventions and strategies that teachers commit to employing. Add three coordinator walk-throughs to ensure fidelity with use of best practices and ELD I CANs.

2019-20 Actions/Services

Increase EL met/exceeded in both ELA and math.

Increase EL RFEP though at least two specialized staff development trainings which include core interventions and strategies that teachers commit to employing. Add three coordinator walk-throughs to ensure fidelity with use of best practices and ELD I CANs.

2017-18 Actions/Services

Measure: Dashboard change rates in both state and internal data points, staff development agendas and sign-in sheets, and walk-through documentation

2018-19 Actions/Services

Change trainings and practices based on new data sets and teacher feedback, as appropriate.

Measure: Dashboard change rates in both state and internal data points, staff development agendas and sign-in sheets, and walk-through documentation

2019-20 Actions/Services

Increase EL student achievement through purchase of new ELD curriculum to further personalize learning.

Change trainings and practices based on new data sets and teacher feedback, as appropriate.

The charter will prioritize subgroups that measure on Dashboard as red, orange, or have significant performance gaps (2+ from overall).

Measure: Dashboard change rates in both state and internal data points, staff development agendas and sign-in sheets, and walk-through documentation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,220 \$1,185	\$7,457 \$1,185	\$8,000 \$1,300
Source	Title III LCFF Fund 62	LCFF Fund 62 Federal Title III	LCFF Fund 62 Federal Title III
Budget Reference	R4201/O1xxx, 3xxx (Title III salaries and benefits) R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx,3xxx (salaries and benefits) R4201/O4xx (materials and supplies)	R0000/O1xxx,3xxx (salaries and benefits) R4201/O4xx (materials and supplies)

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

Unchanged

Goal 6

Mission: Continue to support parent choice and personalized learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 6

Local Priorities: Aligned with charter document

Identified Need:

The need to ensure that the school’s mission, as outlined in the charter document, remains a high priority.

Charter has identified needs based on multiple measures as shown below in Expected Annual Measurable Outcomes. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC and internal assessment data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State attendance, graduation and drop-out rates	Internal attendance rates and Data Quest drop-out and graduation rates for 2015-16 (most current data available) are as follows: Attendance: 96.9%	Maintain all rates to be better than county average *Still awaiting baseline drop-out and grad data to be available on Data Quest; current class size not large enough to report	Maintain all rates to be better than county average	Maintain all rates to be better than county average (change from attendance rates to chronic absenteeism)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Awaiting baseline drop-out and grad data to be available on Data Quest <i>Data Source: Data Quest (drops-outs and graduates); attendance rates based on OASIS Attendance Detail Summary Report.</i>			
Staff and WASC feedback	Personalized learning on staff development agendas as choice option; Personalized learning cohort four complete	Personalized learning on staff development as mandatory; add personalized learning cohort five	Personalized learning on staff development as mandatory; add personalized learning cohort six	Personalized learning on staff development as mandatory; add personalized learning cohort seven
Marketing event calendar	8 marketing events were completed	10 marketing events scheduled	10 marketing events scheduled	10 marketing events scheduled

Planned Actions / Services

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

Action **6A**

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

Students to be Served:

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

All

Location(s):

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

All

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

The charter will maintain attendance rates above county averages. The charter will decrease middle school and high school dropout rates and graduation rates by accountability measure growth each year through adequate progress process, student involvement in goal setting, personalized learning process, interest choices, and student engagement methods.

Measure: Aggregate attendance rate drop-out data with comparable. Graduation rates per Dashboard, both state and internal (up-to-date) data points.

2018-19 Actions/Services

The charter will maintain attendance rates above county averages. The charter will decrease middle school and high school dropout rates and graduation rates by accountability measure growth each year through adequate progress process, student involvement in goal setting, personalized learning process, interest choices, and student engagement methods.

Charter will focus efforts on subgroups showing as orange or red or having performance gaps on the CDE Dashboard; currently the English Learner and Hispanic subgroups are orange for chronic absenteeism.

Measure: Aggregate attendance rate drop-out data with comparable. Graduation rates per

2019-20 Actions/Services

Through adequate progress process, student involvement in goal setting, personalized learning process, interest choices, and student engagement methods, the charter will improve chronic absenteeism and graduation rates (as shown on the CA Dashboard) and drop-out rates (per Data Quest).

This goal was modified to align with the Dashboard and available data.

Measure: Chronic absenteeism and graduation rates and changes per Dashboard. Drop-out data per Data Quest.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Dashboard, both state and internal (up-to-date) data points.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,228	\$4,741	\$5,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 3xxx (salaries and benefits)

Action 6B

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

Students to be Served:

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

All

Location(s):

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

All

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Continue to develop the training resources for the Springs' Personalized Learning continuum and learning rubric. Continue to train staff on developing personalized learning plans related to the continuum and on the implementation of personalized learning in a variety of settings.

Measure: Project update for the personalized learning continuum staff development resources, PLC agendas; Personalized Learning Cohort participation.

2018-19 Actions/Services

Continue to develop the training resources for the Springs' Personalized Learning continuum and learning rubric. Continue to train staff on developing personalized learning plans related to the continuum and on the implementation of personalized learning in a variety of settings.

Update trainings and resources based on user feedback, as appropriate.

Measure: Project update for the personalized learning continuum staff development resources, PLC agendas; Personalized Learning Cohort participation.

2019-20 Actions/Services

Continue to develop the training resources for the Springs' Personalized Learning continuum and learning rubric. Continue to train staff on developing personalized learning plans related to the continuum and on the implementation of personalized learning in a variety of settings.

Update trainings and resources based on user feedback, as appropriate.

Measure: Project update for the personalized learning continuum staff development resources, PLC agendas; Personalized Learning Cohort participation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000 \$770	\$12,000 \$750	\$12,000 \$1,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62

Year	2017-18	2018-19	2019-20
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services)	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services)	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services)

Action 6C

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

Students to be Served:

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

All

Location(s):

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

All

OR

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

Students to be Served:

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

N/A

Scope of Services:

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

N/A

Location(s):

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

N/A

Actions/Services

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

New

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

Unchanged

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

Modified

2017-18 Actions/Services

Market personalized learning through social media and numerous marketing tactics/events based on focus group, marketing committee, and other stakeholder input. Maintain robust Homeschool package.

Measure: Focus group notes, homeschool funds allotment calendar, marketing purchase orders, and marketing events calendar.

2018-19 Actions/Services

Market personalized learning through social media and numerous marketing tactics/events based on focus group, marketing committee, and other stakeholder input. Maintain robust Homeschool package.

Measure: Focus group notes, homeschool funds allotment calendar, marketing purchase orders, and marketing events calendar.

2019-20 Actions/Services

Increase parent involvement by marketing personalized learning through social media and numerous marketing tactics/events based on focus group, marketing committee, and other stakeholder input. Maintain robust Homeschool package.

Measure: Focus group notes, homeschool funds allotment calendar, marketing purchase orders, and marketing events calendar.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,667 \$27,500	\$7,920 \$12,322	\$8,000 \$13,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services)	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services)	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

Supplemental: \$ 446,440.30

10.25%

Concentration: \$238,666.60

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

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

All students will receive the services as written in goals 1, 2, 3, 4, and 6 above.

Goals 5A, 5B, 5D, 5E are specific and principally-directed for unduplicated pupils as per the action narratives. Unduplicated pupils will specifically receive services above and beyond the other students, to ensure the charter effectively meets its goals for these qualifying students.

In summary, these goals include:

Continue contracting with urban schools group who specifically coach Principals for unduplicated pupils, increase number of participants;
Continue to increase number of MiFis being used by students who do not have internet access at home due to unduplicated pupil status; and
Continue to hire and train Assistant Classroom Educators (ACES) for all academy classrooms to specifically assist unduplicated pupils in grades K-5.
Increase services to English Learners as described in goal 5E.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$495,070 (supplemental and concentration)

18.77 %

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

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

All students will receive the services as written in goals 1, 2, 3, 4, and 6 above.

Goals 5A, 5B, 5D, 5E are specific and principally-directed for unduplicated pupils as per the action narratives. Unduplicated pupils will specifically receive services above and beyond the other students, to ensure the charter effectively meets its goals for these qualifying students.

In summary, these goals include:

Continue contracting with urban schools group who specifically coach Principals for unduplicated pupils, increase number of participants;
Continue to increase number of MiFis being used by students who do not have internet access at home due to unduplicated pupil status; and
Continue to hire and train Assistant Classroom Educators (ACES) for all academy classrooms to specifically assist unduplicated pupils in grades K-5.
Increase services to English Learners as described in goal 5E.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

Supplemental \$335,804

22.60%

Concentration \$179,072

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

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

All students will receive the services as written in goals 1, 2, 3, 4, and 6 above.

Goals 5A, 5B, 5D, 5E are specific and principally-directed for unduplicated pupils as per the action narratives. Unduplicated pupils will specifically receive services above and beyond the other students, to ensure the charter effectively meets its goals for these qualifying students.

In summary, these goals include:

- Continue contracting with urban schools group who specifically coach Principals for unduplicated pupils, increase number of participants;
- Continue to increase number of MiFis being used by students who do not have internet access at home; and
- Continue to hire and train Assistant Classroom Educators (ACES) for all academy classrooms grades K-5.
- Increase services to English Learners.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and

“Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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