

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

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

The Story

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

one.Charter provides a K-12 education at multiple sites throughout San Joaquin County. Current sites include: one.Charter Bianchi, one.Charter Main, one.Charter Elementary, Career Readiness Academy (North/South), and Come Back Kids (North/South).

In 2017, Come Back Kids (CBK), was opened at two sites in the north and south County to serve students ages 18 and older who were not able to complete their high school diploma through the San Joaquin County Office of Education's one. program or during their four years at a comprehensive or alternative district or charter level high school program. This reputable diploma option started in Southern California and can be found in our neighboring county of Stanislaus, with the idea to serve students (regardless of how many years they may have left high school) but now realize the value of a high school diploma and wish to "come back" and earn a diploma respectfully. The CBK program is able to serve students in the northern and southern part of San Joaquin County to accommodate our population. CBK is currently our fastest growing high school diploma program.

one.Charter Main and one.Charter Bianchi are Visual and Performing Arts charter schools designed to offer 7-12 grade students a comprehensive education with smaller class sizes, opportunities to explore the arts including areas of music, pottery, guitar, ukulele, drama, photography, and dance. one.Charter Bianchi and Main offer a variation of schedules that accommodate all student needs. The program includes credit recovery for students. Enrichment Artists who have specific areas of expertise in the arts work closely with the staff to serve all students at the sites on various days.

one.Charter Elementary is a TK-6 educational program that partners with The Transitional Learning Center (TLC) Foundation to assist children who are in transitional housing, high poverty situations, and students from the local community. Services of support include music, art, math and reading intervention, social/emotional counseling, health care referrals, clothes closet, school nurse, social worker, and mentoring support for students and their families. A Foster Mentor is also at the site to

work directly in and out of the classroom with students and teachers. The site has a supportive staff that includes two classroom assistants, both of whom are funded by the TLC Foundation. Students are provided Art Enrichment through the TLC Foundation and SJCOE's Artist in Residence program. The University of Pacific Athletes visit the site regularly to read to the students, participate in outdoor physical education, and assist with classroom daily needs. Students have opportunities to attend field trips regularly including Monterey Bay Aquarium, Fish Hatchery, and University of Pacific Athletic games.

The Career Readiness Academy (CRA) is designed as a bridge to assist students that are not able to graduate on a traditional four-year high school track but need additional help to complete their credits to earn a high school diploma. Credit requirements are geared toward assisting students with job placement, job shadowing, and career/college opportunities. Students are able to finish with a high school diploma by the end of their 12th grade year. Classes are available on-line as well as on campus with a flexible schedule.

one.Charter begins each school year with a 25-1 student/teacher ratio and each school site works to create a sustainable program unique to each student at the various sites. There are many obstacles that many students face in the one.Charter programs. Homelessness, high poverty, socio-economic instability, transiency, joblessness, family incarceration, lack of success in regular comprehensive schools, mental health, addiction, crime, victims of assaults, gangs, domestic violence, and grief are all examples of issues plaguing our students. one.Charter works with staff to support students by providing creative and artistic outlets, career and job training opportunities, assistance with basic needs, and counseling referrals for families and students. We continue to work to improve the program and provide additional services and resources in the best interest of all students and families.

Our one.Charter Mission: Through rigorous learning and creative opportunities, we inspire students to discover self-confidence and develop their unique potential and purpose.

Our one.Charter Vision: Students are empowered to transcend their own expectations. Meaningful relationships and a safe learning environment enable students to demonstrate self-discipline and respect as positive contributors to their community. Integrating academics with an enriched creative environment, students appreciate and promote cultural diversity, critical thinking, and collaboration in their pursuit of excellence. Self-confidence and self-expression inspire our students to be innovative citizens and leaders.

One.Charter has achieved full accreditation by the Western Association of Schools and Colleges (WASC) with a positive report in a recent Mid-Cycle Progress Report review in March, 2017.

Total Student Enrollment by Student Group (School year 2017-2018)

Student Group: Percent of Total Enrollment

Black or African American: 23.08%

American Indian or Alaska Native: 1.40%

Asian: 3.15%

Filipino: 1.00%

Hispanic or Latino: 48.6%

Native Hawaiian or Pacific Islander: 0%

White: 15.38%

Two or more races: 6.99%

Not reported: .35%

Socioeconomically Disadvantaged: 90.2%
English Learners: 7.34%
Students with Disabilities : 6.99%
Foster Youth: 1.75%
Homeless: 1.14%

LCAP Highlights

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

Addressing the academic, social, emotional, and behavioral needs of our student population, including low-income, English Learner, Foster Youth and Special Education students, remains a very high priority. Through the analysis of both state and local data, along with input from all stakeholder groups including a variety of surveys and meetings, the TLC Foundation, and Charter Board/SJCOE Board identified two key goals that continue to be the focus during the 2018-2020 school years.

The one.Charter LCAP focuses on actions supporting all students academically with literacy, numeracy and digital literacy, as well as fostering meaningful relationships with students, families and their community. Features of one.Charter Academies LCAP includes:

Goal 1: Through reading literacy, numeracy and digital literacy, students will master grade level common core standards to reach proficiency, earn a high school diploma and possess the skills necessary for college and career readiness.

State priorities: 1, 2, 4, 7, 8

10 actions services which include:

one.Charter will continue to recruit fully credentialed teachers and provide staff with necessary Professional Development and technology access. Students will have access to adopted curriculum and programs that meet the State Standard criteria. Enrichment Artists and Artists in Schools provide art/music instruction and creativity for students to help increase attendance and support critical thinking skills.

Goal 2: Developing meaningful partnerships between school, family and community, where all members share a vision for a safe, supportive and productive learning environment.

State priorities: 3, 5, & 6.

8 actions and services include:

one.Charter will continue to provide all the services and staff needed to maintain a safe, supportive, learning environment for all students. Parent and community partnerships are valued in ensuring the success of all students.

Review of Performance

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

Greatest Progress

Alternative schools are not included in the California School Dashboard fall, 2017 report. After review of local and state data the following needs were identified for 2018-2019 with data resources including: CALPADS, California Healthy Kids Survey, Parent/Student survey, staff survey, PROMIS, Accuaccess, Edmentum, PLATO, student/parent/teacher feedback, WASC review, PWA scoring, and additional formative assessments of current programs serving our students.

The one.Charter Program's enrollment process is intentionally designed to ensure every student is referred to community resources to support their overall well-being. Based on a thorough review of their school records and direct conversations with students and families, students may also be assigned to a mental health clinician or school nurse for additional support.

The Truancy Task Force (ACTION 1.11, 2.2, 2.4, 2.5) meets quarterly with a wide variety of community partners including local district Child Welfare and Attendance representatives, the District Attorney's Office, County Probation, and the Child Abuse Prevention Council to strategize methods for decreasing truancy. We continue to refer students to our SJCOE one. court/community school's Frontier programs in both Manteca and Stockton. The Frontier programs are our local truancy intervention sites. We have a dedicated staff that monitor attendance, conduct home visits, and connect students and families when necessary outside resources.

In our efforts to improve academic rigor and consistency across student programs (ACION 1.5), the WRITE strategies were adopted as a program-wide approach to improve literacy skills. All teachers received three days of professional learning related to implementing these evidence-based strategies in our classrooms. Our ELA/ELD Committee met numerous times to review potential ELA/ELD curriculum. SpringBoard by College Board was adopted in March of 2018 and will be implemented in all 7-12 grade classrooms during the 2018-2019 school year. Benchmark Advance ELA/ELD curriculum was implemented in our K-5 classrooms during the 2017-2018 school year. Collaboration and Planning (CAP) meetings were added to the professional learning calendar to provide all teachers with the opportunity to share best practices and calibrate on powerful teaching and learning strategies.

We continue to improve our capacity for building and growing relationships between our program, students, parents, and the community (ACTION 1.3, 1.8). From the moment of enrollment and throughout their time with us, students academic physical, and social-emotional development are closely monitored to ensure the greatest opportunity for successful outcomes. We are committed to developing therapeutic learning environments at all of our one.Charter schools. Staff will be provided the professional development on the implementation of Positive Behavior Interventions and Support (PBIS) strategies during the 2018-2019 school year as well as Restorative Practices training, which will be expanded to include all teachers, administrators, and support staff.

We intentionally aligned our LCAP goals with our WASC goals. This will allow us to focus fiscal and human resources on truancy, intervention, expanding visual and performing art programs, increase coherent academic rigor, and expand networks of collaboration with partner agencies.

Finally, new visual and performing art classes, additional artists, and school showcases have

inspired interest in the arts and in attending school (ACTION 1.3, 2.1, 2.4). The overall student enrollment rates increased from 223 (2016-2017) to 286 students (2017-present). The suspension rates for students in the one.Charter program declined from 46 overall suspensions to 15. The graduation rate for one.Charter also improved from 83% to 87%. The overall number of student graduates also increased from 26 to 35.

According to the Parent Engagement Survey information, the school climate data showed that 88% of parents agreed or strongly agreed that their child's education is valued by the school. Additionally, 83% of parents surveyed agreed or strongly agreed that their child receives the academic support needed to meet his/her individual needs. With respect to the school safety and climate survey, 81% of parents strongly agreed or agreed that their child's school was a safe place to learn with 12% answering with a neutral response. The one.Charter Program plans to maintain continued parental engagement by providing communications and translation services in English and Spanish as well as meeting quarterly with students, parents, and teachers through school conferences

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

Greatest Needs

Alternative schools are not included in the California School Dashboard fall, 2017 report. After review of local data the following needs were identified for 2018-2019 with data resources that include: CALPADS, California Healthy Kids Survey, Parent/Student survey, staff survey, PROMIS, Accuaccess, Edmentum, PLATO, student/parent/teacher feedback, WASC review, PWA scoring, and additional formative assessments of current programs serving our students.

Addressing the social-emotional and behavioral needs of the student population (ACTION 1.8, 1.11, 2.2, 2.4, 2.5), including low-income, English Learner, Foster Youth and Special Education students, remains a very high priority. Mental Health Clinicians provide a high level of support for our students and families. After reviewing parent and stakeholder surveys, expanding these services is clearly seen as a need for our students. Chronic absenteeism continues to be a challenge. We will offer to expand our Visual and Performing Arts programs as well as support the Truancy Task Force Efforts to improve in this area. New training in PBIS strategies and other positive behavior support programs are essential to supporting our students and their efforts to attend school. Bus passes are also needed to bring students to the one.Charter Program sites.

All students, including low-income, English Learner, Foster Youth and Special Education students, possess individual areas of academic need. Quests, extended learning opportunities, EL intervention, Artists in Residence, and the implementation of WRITE and PLATO software will provide academic support for all students.

1. Due to the growing success of Come Back Kids within the one.Charter program, there is a need to hire additional staff that will include 4 teachers, 1 counselor, 1 registrar, 1 credentialed school nurse, and 2 student service technicians. Additionally, Chromebooks and classroom resources will also be purchased for the program.
2. The LCAP includes additional support and funding for professional development in areas related

to social-emotional learning, ELD/ELA curriculum support, professional learning specific to charter schools, technology in the classroom, PLATO training, PBIS training, Restorative Practices, WRITE curriculum support, Quests, and other professional learning opportunities that support students in the classroom and their career/college/technical future

3. The LCAP includes purchase of new ELD/ELA curriculum for 7-12 and continued purchase and support of the elementary (TK-6th grades) math/reading curriculum, which was rolled out to students in the 2017-2018 school year.

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

Performance Gaps

Alternative schools are not included in the California School Dashboard fall, 2017 report. After review of local data the following needs were identified for 2018-2019 with data resources including: CALPADS, California Healthy Kids Survey, Parent/Student survey, staff survey, PROMIS, Accucess, Edmentum, PLATO, student/parent/teacher feedback, WASC review, PWA scoring, and additional formative assessments of current programs serving our students.

one. Charter's student population has challenges and hardships that have brought them to an alternative placement after not finding success often in traditional comprehensive school settings. After reviewing data, there does not appear to be performance gaps in our student population student groups, however there is still academic and social needs in each category especially with attendance. one. Charter plans to address areas of student groups performance gaps by continuing to work closely with the Truancy Task Force Committee and by providing positive incentives for positive school attendance. As noted in Goal 1, action item 1.3; continuing to work with our Enrichment Artists and Artists in Residence to support school attendance while also embracing social/emotional supports such as Goal 2 action item 2.2, 2.3, 2.4, 2.5, 2.7, and 2.8 will further provide resources for our students in school. Providing a Foster Mentor for our one. Charter elementary students (Goal 2 action item 2.9 continues to be embraced by staff, students, and families. Implementation of the PBIS systems and staff development in behavior intervention as noted in Goal 2, action item 2.3 will continue to provide students with an outlet for a successful transition into classroom academics. one. Charter also plans to continue professional development in instruction and technology integration, ELD/ELA curriculum, Accucess remediation, math/reading curriculum for our one. Charter Elementary students, Chrome Book purchases for 1:1 technology use, and additional parent engagement opportunities through parent/teacher/student quarterly conferences.

CAASPP 16/17

Charter ELA:

Total students tested: 31.18%, Decrease of 48.82% from 15/16

Standard Exceeded Level 4: 0%, no change from 15/16

Standard Met Level 3: 15%, Increase of 13% from 15/16

Standard Nearly Met Level 2: 45%, Increase of 31% from 15/16

Standard Not Met Level 1: 40%, Decrease of 44% from 15/16

Reading:

Above Standard: 15%, Increase of 15% from 15/16

Near Standard: 40%, Increase of 5% from 15/16

Below Standard: 45%, Decrease of 20% from 15/16

Writing:

Above Standard: 10.53%, Increase of 10.53% from 15/16

Near Standard: 26.32%, Increase of 14.32% from 15/16

Below Standard: 63.16%, Decrease of 24.84% from 15/16

Listening:

Above Standard: 5%, Increase of 5% from 15/16

Near Standard: 65%, Increase of 21% from 15/16

Below Standard: 30%, Decrease of 26% from 15/16

Research/Inquiry:

Above Standard: 0%, no change from 15/16

Near Standard: 60%, Increase of 32% from 15/16

Below Standard: 40%, Decrease of 32% from 15/16

Charter Math:

Total students tested: 35.09%, Decrease of 40.29% from 15/16

Standard Exceeded Level 4: 0%, no change from 15/16

Standard Met Level 3: 0%, Decrease of 3% from 15/16

Standard Nearly Met Level 2: 10%, Increase of 10% from 15/16

Standard Not Met Level 1: 90%, Decrease of 7% from 15/16

Concepts and Procedures:

Above Standard: 0%, no change from 15/16

Near Standard: 10%, Increase of 7% from 15/16

Below Standard: 90%, Decrease of 7% from 15/16

Problem Solving and Modeling & Data Analysis:

Above Standard: 0%, no change from 15/16

Near Standard: 10%, Decrease of 14% from 15/16

Below Standard: 90%, Increase of 14% from 15/16

Communicating Reasoning:

Above Standard: 0%, no change from 15/16

Near Standard: 45%, Increase of 18% from 15/16

Below Standard: 55%, Decrease of 18% from 15/16

The test data for EL students is not available due to the data being redacted for including less than 10 students.

Accucess:

Fall 17/18 Reading Average: 763

Winter 17/18 Reading Average: 756

In Fall 17/18 52.59% students scored above reading average. 47.41% scored below reading average.

In Winter 17/18 53.53% students scored above reading average. 46.47% scored below reading average.

Fall 17/18 Math Average: 558

Winter 17/18 Math Average: 553

In Fall 17/18 46.83% students scored above math average. 51.37% scored below math average.

In Winter 17/18 54.17% students scored above math average. 45.83% scored below math average.

CELDT:

In the 16/17 school year, there were a total of 4 students that completed the CELDT test at the Community school program. This was a decrease of 8 students from the 15/16 school year.

Results of the proficiency levels are as follows:

Advanced: 0 students, 0%, an decrease of 3% from 15/16

Early Advanced: 1 student, 25%, a increase of 17% from 15/16

Intermediate: 2 students, 50%, an increase of 8% from 15/16

Early Intermediate: 1 students, 25%, an increase of 17% from 15/16

Beginning: 0 students, 0%, no change from the 15/16

PWA:

Community

In Fall of 17/18, 36.46% of students (105 total students) submitted a fall PWA. Of those students:

Score 0: 2.86%

Score 1: 27.62%

Score 2: 40.95%

Score 3: 19.05%

Score 4: 9.52%

In Fall of 17/18, 39.13% of EL students (9 total students) submitted a fall PWA. Of those students:

Score 0: 0%

Score 1: 22.22%

Score 2: 55.55%

Score 3: 11.11%

Score 4: 11.11%

Chronically Absent - Total Population

16/17 Cumulative Enrollment: 360

Chronic Absenteeism Count: 146

Chronic Absenteeism Rate: 40.6%

Chronically Absent - EL Students

16/17 Cumulative Enrollment: 26

Chronic Absenteeism Count: 15

Chronic Absenteeism Rate: 57.7%

Chronically Absent - Foster Students

16/17 Cumulative Enrollment: 17

Chronic Absenteeism Count: 7

Chronic Absenteeism Rate: 46.7%

Chronically Absent - Homeless Students

16/17 Cumulative Enrollment: 50

Chronic Absenteeism Count: 18

Chronic Absenteeism Rate: 36%

Chronically Absent - Socioeconomically Disadvantaged Students

16/17 Cumulative Enrollment: 317

Chronic Absenteeism Count: 128

Chronic Absenteeism Rate: 40.4%

As stated in the Greatest Needs section, our LCAP will address chronic absenteeism, improving literacy in all content areas, supporting our English Language Learners, enhancing our visual and performing arts programs, increasing parent engagement, and providing students access to health and wellness services. The data above reflects the need for increased support and focus on truancy prevention for all student groups.

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

Increased or Improved services

Based on staff and stakeholder feedback, we will be implementing several Actions/Services for Foster youth, EL, low income students, and all students.

- one.Charter will continue to support bus passes for transportation to school to assist our low income and foster students (reflected in Action 2.5)
- one.Charter Come Back Kids is continuing to grow and therefore we will hire additional staff in two different locations in the County (north and south) and provide the necessary services, materials, supplies, and curriculum supporting all students to earn a high school diploma. (reflected in Action 1.7 and 1.8)
- one.Charter will continue to fund new textbook adoption curriculum. Further a program-wide WRITE literacy program will be implemented to all one.Charter students in every curricular program (reflected in Action 1.9)

.one.Charter will fund and support professional development in the area of social-emotional programs in the classroom as well as ELA/ELD curriculum training, WRITE training, PLATO bootcamps, PBIS, Restorative Practices, TK-6 reading/math program support, Charter school professional development and collaboration, Digital Library, Accucess, Illumination, and CAASPP training (reflected in Action 1.10)

*one.Charter will continue to hire qualified teachers (reflected Action 1.8)

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$4,573,582.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$2,224,617.75

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Other General Fund budget expenditures included those of cost of overhead, restricted programs such as lottery and other grants allocated to one.Charter Academy.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$4,271,375.00

Annual Update

LCAP Year Reviewed: **2017-18**

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

Through reading literacy, numeracy and digital literacy, students will master grade level common core standards to reach proficiency, earn a high school diploma and possess the skills necessary for college and career readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

State Priority 1- Basic Services

- 1A. Teachers appropriately assigned and fully credentialed.
- 1B. Access to Instructional Materials
- 1C. Facilities are maintained

Actual

1A. In the 16/17 school year 8 teachers (80%) were fully credentialed and 2 teachers (20%) were classified as without a full credential at the Charter school program.

Data is verified by SARC report and definitions of fully credentialed and without a full credential as defined by SARC are listed below for reference.

1B. In the 16/17 school year, 100% of students had access to standards-aligned materials at the Charter school program. Data is verified via the School Accountability Report Card (SARC).

1C. In the 16/17 school year, 100% of facilities were maintained in good repair at the Charter school program. Data is verified via the School Accountability Report Card (SARC).

Expected

17-18

State Priority 1- Basic Services

1A - Increase the number of fully credentialed teachers. (verified by SARC)

1B 100% of students will have access to instructional materials. (verified by SARC)

1C - 100% of facilities will be maintained in good repair. (verified by SARC)

Baseline

State Priority 1- Basic Services

1A - 66.6% of teachers are fully credentialed, verified by 15/16 SARC

1B - 100% of students have access to textbooks and instructional materials, verified by 15/16 SARC

1C - 100% of facilities are maintained and in good repair, verified by 15/16 SARC

Metric/Indicator

State Priority 2- Implementation of SBE adopted standards

2A. Implementation of SBE-adopted standards

2B. How programs/services enable English Learners to access the CA Standards and ELD standards

17-18

State Priority 2- Implementation of SBE adopted standards

2A - Maintain 100% of teachers trained in CA standards aligned curriculum (verified by professional development schedule/plan)

2B - All English learners will be provided designated ELD instruction, 30 minutes daily. (verified by site schedules)

Actual

2A. In the 17/18 school year, Charter program teachers continued training in Common Core State Standards, as well as the English language development standards. All teachers attended five Collaboration and Planning (CAP) meetings which focused on the implementation of the WRITE approach, that aligns with the CCSS standards. Teacher attendance of CAP meetings is verified by attendance logs.

In the beginning of the 17/18 school year, the one. Teacher Toolbox was created. The toolbox is a website that includes resources and support for teachers in CCSS-aligned teaching and learning, including curriculum, EL students, assessments, parent engagement, classroom technology, and classroom management.

Teachers and administrators also attended multiple professional learning opportunities including an ELD institute, HSS framework rollout, CISC leadership symposium, and math implementation. In addition, all teachers participated in three full days of WRITE Institute professional learning focused on writing strategies in all core areas. Attendance is verified by the 2017-18 Conference schedule.

2B. In the 17/18 school year, the WRITE approach, ESL Reading Smart, and Edge curriculum were available to all Charter program English learner

Expected

Baseline

State Priority 2- Implementation of SBE adopted standards

2A - 100% of teachers are trained in CA standards aligned curriculum (verified by professional development schedule/plan)

2B - All English learners are offered designated ELD instruction, 30 minutes daily. (verified by site schedules)

Metric/Indicator

State Priority 4- Pupil Achievement

4A. State assessment

4B. API

4D. EL progress (CELDT)

4E. EL reclassification rate

Actual

students. The curriculum is designed to improve students' English language proficiency. The WRITE approach, which incorporates the ELD standards, was implemented consistently program-wide and monitored by the administration and WRITE leadership team. All English learner students were enrolled in an English course that included integrated ELD. English learner students whose CELDT scores were beginning or early intermediate were enrolled in a designated ELD course in addition to their high school English course. The curriculum, scope and sequences include the ELD standards and the content standards. Information is verified by the course catalog, library catalog, and scope and sequences. All English learners were provided designated ELD instruction as verified via site schedules.

4A: In the Charter school program the number of 7th grade students who took the SBAC in ELA was 29 (56.9%), which was a 15.3% decrease in 16/17 in comparison to 15/16. The number of 7th grade students who took the SBAC in Math was 28 (53.9%), which was a 10% decrease in 16/17 in comparison to 15/16.

In the Charter school program the percentage of 11th grade students who achieved met or nearly met status on the CAASPP ELA assessment was 23.13%, which was an increase of 3.13% in 16/17 in comparison to 15/16. The percentage of students who achieved met or nearly met status on the CAASPP Math assessment was 7.27% which was an increase of 3.27% in 16/17 in comparison to 15/16.

Students did not take the CAST (state Science assessment) in the 16/17 school year, therefore baseline data will be established in 17/18.

Data is verified via CAASPP results website (<https://caaspp.cde.ca.gov/sb2017/Search>) and ed-data.org

4B. API has been suspended indefinitely.

4D. In the 16/17 school year, there were a total of 4 students that completed the CELDT test at the Charter school programs. This was a decrease from the 11 students tested in the 15/16 school year. Results of proficiency levels are as follows:

Advanced: 0 students, 0%

Early Advanced: 1 students, 25%

Intermediate: 2 students, 50%

Early Intermediate: 1 student, 25%

Beginning: 0 students, 0%

Expected

17-18

State Priority 4- Pupil Achievement

4A. CAASPP data:

ELA:

7th Grade: Increase the number of students tested to establish baseline date

11th Grade: Increase the percentage students who achieve met or nearly met status.

Math:

7th Grade: Increase the number of students tested to establish baseline date

11th Grade: Increase the percentage students who achieve met or nearly met status.

Science:

5th Grade: Increase the number of students tested to establish baseline date

8th Grade: Increase the number of students tested to establish baseline date

10th Grade: Increase the percentage students who achieve Basic, Proficient and Advanced status.

4B - n/a

4D - Increase the percentage of students scoring Advanced or Early Advanced on the CELDT/ELPAC

4E - Reclassify students as Fluent English Proficient who meet the minimum standards

Actual

Data is verified by Dataquest.

4E. The percentage of EL students reclassified at the Charter school program increased from 0% in 15/16 to 5.6% (1 student) in 16/17.

Data is verified by Dataquest.

Expected

Baseline

State Priority 4- Pupil Achievement

4A. 2015/16 CAASPP data:

ELA:

7th Grade: Fewer than ten students tested therefore, data is not available.

11th Grade: 13% of students met or nearly met standards.

Math:

7th Grade: Fewer than ten students tested, therefore, data is not available.

11th Grad: 0% of students scored at or near standard.

Science:

5th Grade: Fewer than ten students tested, therefore, data is not available.

8th Grade: Fewer than ten students tested, therefore, data is not available.

10th Grade: Basic- 25%; Proficient- 13%; Advanced- 13%

4B - API was suspended

4D - 2015/16 EL Progress verified by DataQuest

11 students were CELDT tested;

Advanced- 27% (3 students)

Early Advanced- 9% (1 student)

4E - No students were reclassified fluent English proficient verified by 15/16 CELDT data.

Metric/Indicator

State Priority 7- Course access

7A. A broad course of study

7B. Programs/Services developed and provided to unduplicated pupils

7C. Programs/Services developed and provided to individuals with exceptional needs

Actual

7A, 7B, & 7C. Access to a broad course of study, programs, and services continued to be provided to all students, including unduplicated pupils and those with exceptional needs, in the Charter school program. An annual review of the course of study was completed in the spring. Course offerings are verified in the course catalog.

7C Students with exceptional needs were offered a broad course of study while meeting the specific academic objectives and goals identified in their Individual Educational Program or 504 Plan. Push-in and Pull-out services were provided by the Resource Specialist. Data is verified by SEIS.

Expected

17-18

State Priority 7- Course access

7A - All students will have access to a broad course of study, including all subject areas, described in Section 51210 and Section 51220, (verified by class schedule)

7B - All Unduplicated pupils will have access to broad course of study, including access to ELD instruction and Academic Lab (verified by class schedule)

7C - Students with exceptional needs will be offered a broad course of study while meeting the specific academic objectives and goals identified in their Individual Educational Program or 504 Plan. Push-in and Pull-out services will be provided by the Resource Specialist, (verified through SEIS)

Baseline

State Priority 7- Course access

7A - All students had access to a broad course of study, including all subject areas, described in Section 51210 and Section 51220, (verified by class schedule)

7B - All Unduplicated pupils had access to broad course of study, including access to ELD instruction and Academic Lab (verified by class schedule)

7C - Students with exceptional needs were offered a broad course of study while meeting the specific academic objectives and goals identified in their Individual Educational Program or 504 Plan. Push-in and Pull-out services were provided by the Resource Specialist, (verified through SEIS)

Metric/Indicator

State Priority 8- Other Pupil Outcome

8A. PWA writing assessments

8B. VAPA and Quest participation

Actual

8A: In the 16/17 school year, of the students that took the end of semester 1 and end of semester 2 PWA, the average score on the end of semester 2 PWA was 2.99.

Data is verified by Illuminate

Note- Data reflects program wide data (Community, Court, Charter, and BFA programs) as data collection was not separate per LEA. Data collection methods will be adjusted in the upcoming years to separate out each LEA.

8B: In the 16/17 school year 309 Charter school program students participated in a Quest and/or Visual and Performing Arts activities. This was

Expected

17-18

State Priority 8- Other Pupil Outcome

8A - Increase the performance of all students grades 7-12th on the program-wide Writing Assessment (verified by Program PWA data)

8B - Increase the number of students who participate in Visual and Performing Arts activities and/or one.Program Quest activities (verified by teacher records, head count and Program Quest 16/17 data)

Baseline

State Priority 8- Other Pupil Outcome

8A - All 7-12th grade students participated in a program-wide Writing Assessment. PWA scores fell below 2.0 average score. Baseline data: 1.92 score based on PWA 15/16 data.

8A - 186 students participated in Visual and Performing Arts activities in 2015/16, verified by teacher records and one. Program quest data.

Actual

an increase of 123 students.

Data is verified by teacher records and PROMIS.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Provide Edmentum online service for remediation through A-G courses.	1.1 one.Charter provided Edmentum online services for all students needing remediation support. A-G courses were not available.	1.1 Cost of Plato and Edmentum 5000-5999: Services And Other Operating Expenditures Supp/Conc \$20,000.00	1.1 Cost for Plato and Edmentum 5000-5999: Services And Other Operating Expenditures Supp/Conc \$10,471.20

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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1.2
Technology Support Staff

1.2 Technology support staff provided services to maintain the technology needs of the one.Charter program.

1.2 Salaries for Tech staff 2000-2999: Classified Personnel Salaries Supp/Conc \$36,596.00

1.2 Salaries for Technology staff 2000-3000: Salaries & Benefits Supp/Conc \$38,472.11

Benefits for Tech staff 3000-3999: Employee Benefits Supp/Conc \$15,861.00

Benefits for Technology Staff 3000-3999: Employee Benefits Supp/Conc \$16,857.15

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.3
A. Enrichment Artist will provide classroom instruction for students in Visual and Performing Arts.

B. Artist in Schools will provide visual art lessons

1.3 A positive development to one.Charter was additional Enrichment Artists available at the Bianchi, Main, and Charter Elementary sites. Staff worked closely to review artists and student needs. In the fall of 2017, one.Charter Main added a music production Enrichment Artist staff member.

A. Enrichment Artists salaries 2000-2999: Classified Personnel Salaries Supp/Conc \$37,000

A. Enrichment Artists salaries 2000-2999: Classified Personnel Salaries Supp/Conc \$37,000

A. Enrichment Artist Benefits 3000-3999: Employee Benefits Supp/Conc \$2,832.50

B. Enrichment Artists Benefits 3000-3999: Employee Benefits Supp/Conc \$2,820.70

A. Enrichment Artist 4000-4999: Books And Supplies Supp/Conc \$12,000

A. Enrichment Artist 4000-4999: Books And Supplies Supp/Conc \$1,833.89

B. Artist in Schools 5000-5999: Services And Other Operating Expenditures Supp/Conc \$15,908

Artist in School 5000-5999: Services And Other Operating Expenditures Supp/Conc \$13,643.00

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.5
Research and purchase reading and math remediation programs

1.5 Edmentum and Accucess programs were purchased for reading and math remediation services.

Edmentum and Accucess program materials for reading/math remediation 5000-5999: Services And Other Operating Expenditures Supp/Conc \$10,000

Edmentum and Accucess program materials for reading/math remediation 5000-5999: Services And Other Operating Expenditures Supp/Conc \$10,471.20

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Provide Protocols Hard Drive software	1.6 We provided Protocols Hard Drive software. We did not need to purchase the new software in 2017 because the Protocols updates were already included in the purchase price.	Update Protocols 5000-5999: Services And Other Operating Expenditures Supp/Conc \$5,000	Updated Protocols 5000-5999: Services And Other Operating Expenditures Supp/Conc \$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Five Chromebook carts/ 1 for Bianchi and 4 for Comeback Kids	1.7 Five Chromebook carts were purchased (1 for Bianchi and 4 carts for Come Back Kids). Each cart contains 30 Chrome Books.	5 Chromebook carts 4000-4999: Books And Supplies Supp/Conc \$55,000	5 Chromebook carts 4000-4999: Books And Supplies Supp/Conc \$55,759.16

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8 Continue to seek out a highly qualified teaching staff. Add 1 teacher at one.Charter Elementary. Add 4 teachers to open the one.Comeback Kids Charter	1.8 Qualified teaching staff were hired including 1 teacher for one.Charter Elementary and 4 teachers for one.Charter Come Back Kids.	All Charter teachers salaries 1000-1999: Certificated Personnel Salaries Base \$864,205.86 All Charter teachers benefits 3000-3999: Employee Benefits Base \$337,513.55	All Charter teachers salaries 1000-1999: Certificated Personnel Salaries Base \$922,412.33 All Charter teachers benefits 3000-3999: Employee Benefits Base \$339,609.58

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.9 Pilot and Purchase standards aligned English Language Arts Instructional Materials (gr. k-6)	1.9 This curriculum was purchased in 2016-2017 and was implemented in 2017-2018 as follows: In our efforts to improve academic rigor and consistency across student programs, the WRITE strategies were adopted as	Benchmark Curriculum 4000-4999: Books And Supplies Base \$35,000	Benchmark Curriculum 4000-4999: Books And Supplies Base \$27,213.67

a program-wide approach to improve literacy skills. Our ELA/ELD Committee met numerous times to review potential ELA/ELD curriculum. SpringBoard by College Board was adopted in March of 2018. Benchmark Advance ELA/ELD curriculum was implemented in our K-6 classrooms during the 2017-2018 school year.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.10 Timesheet pay for 9 teachers and 1 counselor for 3 days of site focus curriculum (originally Goal 1.4B)</p>	<p>1.10 In our efforts to improve academic rigor and consistency across student programs and to improve attendance by building stronger relationships with our students through social/emotional strategies, 9 teachers and 1 counselor developed pacing guides for curriculum and created social/emotional teacher plans to assist with student trauma in the classroom.</p>	<p>hourly pay for 9 teachers/ 1 counselor/ 3 days 1000-1999: Certificated Personnel Salaries Supp/Conc \$1,255.23</p> <p>benefits for hourly pay 3000-3999: Employee Benefits Supp/Conc \$230.50</p>	<p>Hourly pay for 9 teachers/1 counselor/3 days 1000-1999: Certificated Personnel Salaries Supp/Conc \$0</p> <p>Benefits for hourly pay 3000-3999: Employee Benefits Base \$0</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.11 Staff will participate in conferences and workshops designed to support the academic and behavioral needs of students.</p>	<p>1.11 Staff participated in conferences that included WRITE, PBIS, CAASPP, Illumination, Restorative Practices, UDL strategies, Edmentum, Teacher Academies, ELD/ELA curriculum adoption training, lesson planning,</p>	<p>Conferences, Workshops that support academic and behavioral needs 5000-5999: Services And Other Operating Expenditures Base \$7,500</p>	<p>Conferences, Workshops that support academic and behavioral needs 5000-5999: Services And Other Operating Expenditures Base \$12,710.58</p>

one.Quest, PLATO bootcamp, math, IABs, PWA calibration, Digital Library, one.Concept, FAB Lab, curriculum collaboration, Promis, Mentor Teacher, Accucess, and PFT training.

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.

During the 2017-2018 school year, most of the actions/services for Goal 1 were implemented as planned
Goal 1: Through reading literacy, numeracy and digital literacy, students will master grade level common core standards to reach proficiency, earn a high school diploma and possess the skills necessary for college and career readiness.

Goal 1 Actions and services were implemented with high fidelity. Edmentum online services were maximized to provide all students with remediation, skill development to address learning gaps, and feedback on the implementation of the program. Technology staff provided support for one.Charter with 1:1 Chromebook accessibility for students. Enrichment Artists and Artists in Residence provided art integration across all curricular areas. Teachers used PBIS strategies, WRITE strategies, and pacing guides to support student learning. Qualified teachers provided instruction for all students in the one.Charter program

Some of the challenges of Goal 1 implentation include hiring qualified teachers to support the social emotional needs of our students. With the addition of the Come Back Kids Program and existing programs, 21 new teachers were hired. New teachers were in need of mentoring, induction, and intern support. New teachers were further challenged in how to best meet the educational and social/emotional needs of all of our students.

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

The overall effectiveness of the actions and services to achieve the articulated goal as measured by one.Charter were implemented. During the 2017-18 school year, all of the actions and services from Goal 1 were effective in meeting the needs of all students.
1.1- Provide Edmentum online services for remediation through A-G courses. This action was modified and now reads - Continue to provide Edmentum online services. A-G courses were not available in the one.Charter program.
1.6-Provide Protools Hard Drive software. This action was modified and now reads- Continue to provide Protools Hard Drive software. There is not need to purchase the Hard Drive software as the cost was imbedded into the original purchase.

1.9-Pilot and purchase standards aligned English Language Arts Instructional Materials K-6. This action was modified and now reads- Continue to use standards aligned English Language Arts Instructional Materials (grades K-6). The materials were purchased in 2016-2017 budget and were piloted and used in the 2017-2018 school year.

The Come Back Kids program has proved to be effective in serving the needs of our students earning a high school diploma who otherwise would not have. Based on future enrollment, additional teachers and locations will be expanded.

Targeted professional development opportunities were offered to teachers and staff and included support with truancy, student wellness, curriculum, EL student support, and classroom management. One of the primary focuses for teacher professional development was the implementation of the WRITE approach to improve all student literacy, reading, and writing skills. The WRITE curriculum is an approach that uses strategies appropriate for both English Learners and English-speaking students, and emphasizes literacy across all content areas.

In the beginning of the 2017-2018 school year, administrators received training on conducting teacher evaluations from SJCOE Human Resources. Throughout the year, administrators coordinated with HR for recommendations and to make sure required procedures were followed. All administrators have participated in FRISK training. Administrators attended monthly Leadership Academy sessions facilitated by SJCOE Education Services beginning in November. Activities during the Leadership Academy sessions included work around a common leadership framework (5 Dimensions of Teaching and Learning) and allowed administrators to work together to develop common language and practices related to classroom observation. During the 17/18 school year, the program continued to offer an integrated ELD and designated ELD program.

During the 2017-2018 school year, teachers and staff were provided training in PROMIS (student information system), Illuminate Education, and Accucess. All teachers were provided training in these programs to access student achievement and assessment data. Attendance and behavioral data was also extracted from PROMIS and reviewed by teachers and staff on a regular basis to determine and adjust supports based on student needs. Students who were placed in the designated ELD program accessed the ESL Reading Smart and EDGE curriculum. Students placed in the integrated ELD program received support in their English courses through the EDGE and WRITE curriculum. Placement of students in the appropriate EL programs was monitored by the registrar and administrators.

During the 2017-2018 school year the program continued to use EDGE as a reading intervention program. The program also began using Accucess. Accucess is a diagnostic reading and math assessment that students take three times a year. After the assessment, students are assigned learning modules based on their individual Accucess results to help fill learning gaps in both reading and math.

Both the designated and integrated ELD programs included WRITE, ESL Reading Smart, and EDGE curriculum. The implementation of the WRITE approach was monitored monthly by both teachers and administrators. Informal classroom observation centered around the use of WRITE strategies in the classroom and professional development. The use of ESL Reading Smart and EDGE curriculum was monitored by the Curriculum and Assessment Director, as well as site directors. one. Charter administration, with the support of SJCOE Human Resources, monitored the hiring and ongoing assignment of instructional staff to maximize support for positive student

outcomes.

All students have access to standards based instructional materials and curriculum through the use of textbooks and/or Plato, an online learning platform. During the 2018-2019 school year, the curriculum writing team worked to develop the ELA scope and sequences, including alignment to ELD standards for all high school levels. The integrated math 1A and 1B scope and sequences were developed in the 2016-2017 school year.

All teachers provided ongoing support to all students related to core curriculum, instruction, and assessment in safe, nurturing learning environments. Standards aligned materials and resources were available for all students. Technology needs were supported by our technology staff.

We will continue to implement all actions and services and expand upon as necessary.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

one. Charter defines a material differences as any action that did not occur (nothing spent for it) or any estimated actual expenditure that had a difference of 20% above or below and over \$20,000 of the estimated budgeted expenditure. Original Budget is our best estimate of costs at that point and time. It is typical to have budget revisions throughout the course of the year. Since we do not know what our actual revenue will be until year end, we use our best projection. No actions in goal one meet this criteria.

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.

Action 1.1 was modified to accurately reflect the online curriculum available for students. Action 1.2 was modified to explain the support provided by the technology staff.

Action 1.3 was modified fully encompass the enrichment artists program.

Action 1.5 because Action 1.4 and was modified to reflect the program wide implementation of WRITE strategies.

Action 1.6 became Action 1.5 and was modified to accurately reflect the cost to update protocols.

Action 1.7 became Action 1.6 and was modified to meet the needs of the growth of the Come Back Kids Program within one. Charter.

Action 1.8 became Action 1.7 and the verbiage was changed to accurately reflect the staffing needs for student growth.

Action 1.9 became Action 1.8 and was modified to align with the State text book adoption cycle.

Action 1.10 became Action 1.9 and was reworded to reflect the specific work of staff.

Action 1.11 became Action 1.10.

The renumbering of Actions was the result of the template being corrected. No Actions and services were deleted.

Annual Update

LCAP Year Reviewed: **2017-18**

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 2

Developing meaningful partnerships between school, family and community, where all members share a vision for a safe, supportive and productive learning environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

State Priority 3- Parental Involvement

3A- Efforts by district to seek parent input in decision making

3B- How the district will promote parental participation in programs for unduplicated pupils

3C- How the district will promote parental participation in programs for individuals with exceptional needs

Actual

3A: Parent/teacher conference participation/attendance decreased at the Charter School program from 47.5% in quarter 1 to 44.3% in quarter 2 of the 17/18 school year. Data verified via Illuminate. This will continue to be an area of emphasis moving forward.

3B: Parents and families of unduplicated students were encouraged to participate in parent conferences and translators were provided if needed. Parents were notified by phone call, email, notes home, and student contact with parent regarding time, place, date of conferences with the teacher. The 17/18 parent survey shows that 94.38% of parents strongly agree, agree, or are neutral with the following statement, "I feel that my involvement in my child's education is valued at his/her school," and 94.4% of parents strongly agree, agree, or are neutral with the following statement, "My child's school communicates necessary information."

3C: For IEPs held in the 16/17 school year 97.7% of Parents evaluated the district's family involvement efforts. Data is verified via SEIS 16/17 June CASEMIS Report.

Expected

17-18

State Priority 3- Parental Involvement

A - Increase parent participation in Parent/Teacher conferences will increase (verified by parent sign-in sheets)

B - Encourage parent conference participation to families of unduplicated students by providing translators. (verified by.....)

C - Increase percentage of parents of exceptional needs students who participate in the IEP and 504 process, (verified by SEIS)

Baseline

State Priority 3- Parental Involvement

3A - 74% parent participation in Parent/Teacher conferences (verified by 2015/16 parent sign-in sheets)

3B - Encouraged families of unduplicated students to participate in parent conference by providing translators. No current data to support this matrix.x.

3C - All parents of exceptional needs students were encouraged to participate in the IEP and 504 process, verified by SEIS. No current data to support this matrix.

Metric/Indicator

State Priority 5- Pupil Engagement

5A. School Attendance

5B. Chronic absenteeism

5C. Middle school dropout rate

5D. High school dropout rate

5E. High school graduation rate.

Actual

5A: The Baseline reported for the 15/16 school year was incorrect. In the 16/17 school year attendance rates at the one.Charter schools increased by 1% from 83% to 84%. Data was verified from the student information system, PROMIS.

5B: one.Charter schools had an increase of 16.6% in chronic absenteeism (146 students/40.6%). Chronic absenteeism data is verified as reported to CALPADS in the End of Year 3 data submission. Students are determined to be chronically absent if they were enrolled for a total of 30 days or more at the selected reporting level during the academic year and they were absent for 10% or more of the days they were expected to attend.

5C: In the 16/17 school year, the middle school drop out count was 0.

Data is verified via Dataquest. Drop out count is reported instead of drop out rate. See explanation below regarding dropout calculations for alternative schools.

Expected

17-18

State Priority 5- Pupil Engagement

- 5A. Increase Daily Attendance rates (verified by CALPADS)
- 5B. Decrease Chronic Absenteeism rate (verified by CALPADS)
- 5C. Monitor/Decrease Middle school dropout rates to zero (verified by PROMIS)
- 5D. Decrease High school dropout rates to: zero (verified by PROMIS)
- 5E - Increase High School Graduation Rates (verified by PROMIS)

Baseline

State Priority 5- Pupil Engagement

- 5A - 89% attendance rate (verified by 2015/16 CALPADS)
- 5B - 24% chronic absenteeism rate (verified by CALPADS)
- 5C - Decrease Middle school dropout rates. Baseline data: No current data to support this matrix.
- 5D - Decrease high school dropout rates: 7 dropouts (verified by 2015/16 PROMIS)
- 5E - Increase high school graduation rate: 41 graduates (verified by 2015/16 PROMIS)

Actual

Alternative School Dropout Rates

Dropout rate calculations are not posted for schools that are alternative because of constraints in interpreting these calculations with high mobility schools. Caution must also be used when calculating or analyzing dropout rates for other schools with high mobility including alternative schools, dropout recovery high schools, or schools eligible or participating in the Alternative Schools Accountability Model (ASAM).

The dropout rate calculations posted on the CDE Web site compare the counts of dropouts over the entire school year with a single day enrollment count on CBEDS Information Day (first Wednesday of October). By design, alternative schools and dropout recovery high schools may serve many students over the course of a school year. Students may stay in these schools for short periods of time with the intent of returning to their local comprehensive high schools. Calculating dropout rates for schools with a high volume of short term students may result in overstated rates in excess of 100 percent because the point-in-time enrollment count will significantly understate the actual enrollment over time.

It may also be inappropriate to compare dropout rates for alternative schools and dropout recovery high schools to local comprehensive high schools. In many cases, alternative schools serve only those students who are already at the greatest risk of dropping out of school because of their prior academic challenges.

5D: In the 16/17 school year, the high school drop out count increased from 7 students to in 15/16 to 16 students in 16/17, which is an increase of 9 students. Data is verified via PROMIS.

In the 16/17 school year, the high school drop out count increased from 9 students in 15/16 to 22 students in 16/17.

Data is verified via Dataquest. Drop out count is reported instead of drop out rate. See explanation below regarding dropout calculations for alternative schools.

Drop out count is reported instead of drop out rate. See explanation below regarding dropout calculations for alternative schools.

Dropout terms for dataquest reports are included below. In addition to students marked with a drop out exit code students who are considered lost transfers are also included per the dropout terms defined below:

Drop out terms:

Expected

Actual

Adjusted Dropouts - Reported Grade 9-12 Dropout Total minus Reenrolled Grade 9-12 Dropouts plus Grade 9-12 Lost Transfers.
Reenrolled Dropouts - Students initially reported as dropouts but subsequently found to be enrolled in another California public school district.
Lost Transfers - Students reported as having transferred to another California public school but not found enrolled in another California public school or students reported as exiting for the summer, but not found enrolled in the fall.

5E: In then 16/17 school year there graduate count has remained the same at 41 students in the 15/16 school year and the 16/17 school year. Data verified by PROMIS.

In the 16/17 school year, the high school graduate completer count has decreased from 41 students in the 15/16 school year to 36 students in the 16/17 school year. Data is verified via CALPADS 16/17 Fall 1 Certification Report 1.9.

The number of community school high school graduates decreased from 41 students in the 15/16 school year, to 36 graduates in the 16/17 school year. Data is verified via Dataquest.

The source of the baseline data for suspensions and expulsions was identified as PROMIS. Below you will see data verified by PROMIS followed up by data from Dataquest. In the future, the suspension and expulsion data will be verified by DataQuest.

6A. In the 16/17 school year, total suspensions for the one.Charter school programs increased to 48. Data is verified via PROMIS

In the 16/17 school year, total suspensions for the one.Charter school programs decreased to 32 (8.1%). Data is verified via DataQuest.

6B: In the 16/17 school year there were 0 expulsions for the one.Charter school programs. Data is verified via PROMIS.

In the 16/17 school year there were 0 expulsions for the one.Charter school programs. Data is verified via DataQuest.

6C: Results from the 17/18 teacher survey show an increase of teachers feeling safe by 4.21%; 90.75% of teachers strongly agree, agree, or are neutral with the following statement, "The school environment is safe for teachers."

Teachers feel the school environment is safe for students; 90.74% of

Metric/Indicator

State Priority 6- School Climate

6A. Pupil suspension rate

6B. Pupil expulsion rate

6C. Other local measures, incl surveys of pupils, parents, and teachers on safety and school connectedness.

17-18

State Priority 6- School Climate

6A. Decrease suspension rates (verified by CALPADS)

6B. Maintain expulsion rate at zero (verified by CALPADS)

6C. Continue to administer school climate survey to students, parents and staff and maintain positive results.

Expected

Baseline

State Priority 6- School Climate

6A. Student suspensions rates decreased to 36 students offenses, (verified by 2015/16 PROMIS)

6B. Maintain student expulsion rates at 0, (verified by 2015/16 PROMIS)

6C. Other local measures: School Climate survey stated that both parents and students overwhelming feel safe

Actual

teachers strongly agree, agree, or are neutral with the following statement, "The school is safe for students."

Results from the 17/18 parent survey show a 1.65% increase of parents feeling that the school is a safe place; 95.42% of parents strongly agree, agree, or are neutral with the following statement, "My child's school is a safe place to learn."

The 17/18 teacher survey shows that 100% of teachers believe that student/teacher relationships affect the overall school success.

The 17/18 parent survey shows that 94.38% of parents strongly agree, agree, or are neutral with the following statement, "I feel that my involvement in my child's education is valued at his/her school," and 94.4% of parents strongly agree, agree, or are neutral with the following statement, "My child's school communicates necessary information."

Note- Data reflects program wide data (Community, Court, one.Charter, and BFA programs) as data collection was not separate per LEA> Data collection methods will be adjusted in the upcoming years to separate out each LEA.

California Health Kids Survey was administered however survey data was not available as of 6/12/18.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Provide materials and refreshments for all one.Charter events	2.1 Quarterly Showcases at one.Charter Bianchi and yearly Showcases at one.Charter Main were important for parent engagement and student demonstration of art skills. Materials and refreshments for each event were provided for all	Materials, refreshments for all one.Charter events 4000-4999: Books And Supplies Supp/Conc \$5,000	Materials, refreshments for all one.Charter events 4000-4999: Books And Supplies Supp/Conc \$263.06

one.Charter events.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 School Nurse will provide mental and physical health outreach for students.	2.2 Our School Nurse provided mental health and physical health outreach for students and families at one.Charter schools.	Credentialed RN Nurse Salary 1000-1999: Certificated Personnel Salaries Supp/Conc \$22,573.23	Credentialed RN Nurse Salary 1000-1999: Certificated Personnel Salaries Supp/Conc \$22,578.64
		Staff Benefits 3000-3999: Employee Benefits Supp/Conc \$11,615.21	Staff Benefits 3000-3999: Employee Benefits Supp/Conc \$18,690.80
		Student Service Health Spcecialist and SS Health Technician 2000-2999: Classified Personnel Salaries Supp/Conc \$8,947	Student Service Health Spcecialist and SS Health Technician 2000-2999: Classified Personnel Salaries Supp/Conc \$16,238.38

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Provide counseling services to support students	2.3 Our School Counselors provided services and support for our students and families including referrals to resources outside of the school.	Salaries for Counselors 1000-1999: Certificated Personnel Salaries Supp/Conc \$47,887.09	Salaries for Counselors 1000-1999: Certificated Personnel Salaries Supp/Conc \$83,674.15
		Benefit for Counselors 3000-3999: Employee Benefits Supp/Conc \$19,076.37	Benefits for Counselors 3000-3999: Employee Benefits Supp/Conc \$34,250.56

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Provide transportation for students to attend Charter events	2.4 Bus passes and some transportation services were provided to students and families at one.Charter schools so that	Van/bus rental 5000-5999: Services And Other Operating Expenditures Supp/Conc \$6,000	Van/bus rentals 5000-5999: Services And Other Operating Expenditures Supp/Conc \$5,800

students could attend Charter events.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5 Provide bus passes for Low Income students	2.5 Bus passes were provided to eligible students and families at one.Charter schools so that students could attend class and Charter events.	Bus passes 5000-5999: Services And Other Operating Expenditures Supp/Conc \$4,200	Bus passes 5000-5999: Services And Other Operating Expenditures Supp/Conc \$4,200

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.7 Increase Campus Security Technician by .2 FTE	2.7 Safety is a top priority at all schools. one.Charter increased the Campus Security Technician by .2 FTE	.20 FTE of CST position 2000-2999: Classified Personnel Salaries Supp/Conc \$29,612.14 .20 FTE of CST position benefits 3000-3999: Employee Benefits Supp/Conc \$10,604.27	.20 FTE of CST position 2000-2999: Classified Personnel Salaries Supp/Conc \$28,756.01 .20 FTE of CST position benefits 3000-3999: Employee Benefits Supp/Conc \$14,961.18

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.8 Career Readiness Technician	2.8 A Career Readiness Technician was available to assist students with job placement, completion of applications for jobs, obtaining an identification card or driver's license, learning how to apply for a job, skills and training needed to get jobs in the local area. Our Career Readiness Technician established strong	CRT position 1.0 FTE 2000-2999: Classified Personnel Salaries Base \$0 CRT position 1.0 FTE 3000-3999: Employee Benefits Base \$0	CRT position 1.0 FTE 2000-2999: Classified Personnel Salaries Base \$0 CRT position 1.0 FTE 3000-3999: Employee Benefits Base \$0

relationships with our community businesses and families.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.9 Advertising opening and enrollment for one.Comeback Kids Charter	2.9 The Come Back Kids program used the Facebook blasts and Connect Ed services to advertise the oppoortunity to earn a high school diploma.	Advertising for one.Charter 5000-5999: Services And Other Operating Expenditures Base \$5,000	Advertising for one.Charter 5000-5999: Services And Other Operating Expenditures Base \$107.00

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.

During the 2017-2018 school year, the actions/services for Goal 2 were implemented as planned.

Goal 2: Developing meaningful partnerships between school, family and community, where all members share a vision for a safe, supportive and productive learning environment

Goal 2 Actions and services were implemented with high fidelity. Edmentum online services were maximized to provide all students with remediation, skill development to address learning gaps, and feedback on the implementation of the program. Technology staff provided support for one.Charter with 1:1 Chromebook accessibility for students. Enrichment Artists and Artists in Residence provided art integration across all curricular areas. Teachers used WRITE strategies and pacing guides to support student learning. Qualified teachers provided instruction for all students in the one.Charter program

Some of the challenges of Goal 2 implentation include hiring qualified teachers to support the social emotional needs of our students. New teachers were in need of mentoring, induction, and intern support that also included how to meet the educational and social/emotional needs of all of our students.

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

The overall effectiveness of the actions and services to achieve the articulated goal as measured by one Charter were implemented with fidelity and include (2.1) Refreshments were purchased to support parent engagement and student interest in visual and performing art programs, (2.2) A school nurse provided health outreach information to students and families, (2.3) School counselors were available to students by way of self referrals, teachers/staff referrals, or parent referrals, (2.4, 2.5) Transportation opportunities were provided to allow all students and parents to participate in one Charter events, (2.7) Increasing CST support on campus for the safety of students and staff, (2.8) A Career Readiness Technician was available to assist with job related needs, and (2.9) Advertisement for the one Charter programs including the newest program of Come Back Kids.

During the 2017-18 school year, all of the actions and services for Goal 2 were implemented. Students were evaluated by our student services staff and School Nurse at the time of enrollment and directed to appropriate community and school resources. Ongoing evaluation was conducted by our site administrators, counselors, teachers, and support staff to ensure students and families were provided necessary supports. Probation 654 staff supported high-risk students with ongoing case management and home visits in collaboration with school administrators, teachers, and staff. Truancy Task Force Meetings were held quarterly. School district officials, the District Attorney's Office, Probation 654 officers, School Resource Officers, Teachers, Counselors, and representatives from the Child Abuse Prevention Council attended the meetings and truancy sweeps which were facilitated by our Coordinator of Truancy Support. Bilingual staff members took part in truancy sweeps and home visits, as needed. Attendance goals were established and incentives provided to individual students and school sites throughout the year. The Attendance Leadership Committee convened in March to review attendance data and make recommendations for future incentives. Although one STOP Mental Health Clinicians collaborated with our Student Services team, teachers, counselors, administrators, and our school nurse to ensure necessary support for all students, behavior support curriculum/strategies were not integrated into daily lessons. Student attendance patterns were monitored throughout the program daily. Students with identified attendance problems were supported by teachers, counselors, site administrators, and 654 truancy intervention staff. Home visits were conducted, as needed.

All unduplicated student groups were provided with community resources at the time of enrollment and throughout their time in court and community schools. Support was provided by Student Services staff, administrators, counselors, and our Foster/Homeless Services Director. Foster Youth Director, Director of Curriculum and Assessment, Director of Student Services, support staff, and all administrators tracked attendance of student groups.

At the time of enrollment, all student groups were assessed based on referral and parent/guardian feedback to determine mental health needs. Mental health clinicians and/or community-based resources were assigned accordingly. SJCOE Foster/Homeless Services Director, administrators, counselors, Probation 654 staff, and support staff provided ongoing truancy intervention supports such as home visitations, parent/guardian conferences, transportation and collaboration with school districts for all unduplicated student groups. Two Campus Safety Technicians (CSTs) were deployed at our Visual and Performing Arts Schools (both Manteca Main and Bianchi) and supported positive school culture and environment. CSTs (Campus Safety Technician) assisted with school safety, nutrition breaks, attendance, and parent engagement. SJCOE Foster Youth Liaison, counselor, and support staff monitored daily attendance of Foster Youth, Low Income, English Learners, and re-designated English Learners and provided one on one counseling, home visitations, and referrals to community-based resources, as needed. One Charter Elementary also had a 6 hour per day Foster Youth Mentor at the site five days per week to assist with our youngest student population's homeless and foster needs and

resources.

We will continue to implement all actions and services and expand upon as necessary.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

one. Charter defines a material differences as any action that did not occur (nothing spent for it) or any estimated actual expenditure that had a difference of 20% above or below and over \$20,000 of the estimated budgeted expenditure. Original Budget is our best estimate of costs at that point and time. It is typical to have budget revisions throughout the course of the year. Since we do not know what our actual revenue will be until year end, we use our best projection.

Action 2.3 had a material difference reflected in additional counseling support because of growth in the Come Back Kids program and additional social/emotional health needs.

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.

Metrics 3b and 3c were modified because a baseline was established in 2017-2018. Action 2.7 became Action 2.6 and was modified to reflect appropriate expected staffing levels.

Action 2.8 became Action 2.7.

Action 2.9 became Action 2.8 and was modified to reflect growth and expansion regarding advertising of the Come Back Kids Program.

Data sources were modified in the following Metrics 5a, 5b, 5c, 5d, 5e, 6a, 6b

The renumbering of Actions was the result of the template being corrected. No Actions and services were deleted.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

The following meetings were held during the months of August, September, October, November, December, January, February, March, April, May, and June. The meetings included representation of various stakeholder groups including: parents, students, community members, school site council members, certificated staff, classified staff, administration

The San Joaquin County Office of Education one.Charter Program consulted with stakeholders throughout the 2017-18 school year to provide updates on the goals and actions and receive feedback related to progress. Input was solicited in the following ways:

8/7/17-LCAP Timeline Planning Meeting with LCAP Leadership: Team provided dates to prepare for the LCAP and the upcoming school year

9/5/17-9/15/17 Parent and Student Surveys were completed during the Parent-Teacher Conferences

9/18/17-Presentation of the Local Indicators to be uploaded to California School Dashboard.

9/29/17 – LCAP Support Group Meeting with LCAP Leadership: Team met to review the LCAP timeline and discuss new information from CDE,

10/18/17-LCAP Working Meeting with LCAP Leadership: Team met to work on LCAP

11/8/17-LCAP Working Meeting with LCAP Leadership: Team met to review responsibility, Google document created with notes

12/8/17-LCAP Working Meeting with LCAP Support Group in the Harmony Lab: County Wide support group, reviewed power point regarding data gathering, and what to collect, how to collect information, samples of parent surveys, stakeholder surveys

1/9/18-Administrator Meeting/LCAP Review Process, Stakeholder (Administrator) feedback regarding goals and actions, updates, data collection

1/17/18-CAP Teacher Meeting/LCAP Review Process, Stakeholder (Teacher) feedback regarding goals and actions, updates, data

collection

1/26/18-LCAP Working Meeting with LCAP Support Group in the Harmony Lab: County Wide support group, reviewed power point, CDE website, other County websites and school district LCAP websites, what does a "good" parent engagement/stakeholder engagement meeting look like, how to get parents to an LCAP meeting beyond the automated caller to ask them to come to the meeting

2/5/18-LCAP Stakeholder Meeting at one.Charter Bianchi: Welcome and Introductions, What is LCAPP, one.Charter LCAP goals, State priorities, 3 year plan, Data points, how is one.Charter doing?, highly qualified teachers, stakeholder ideas, thoughts, changes, program needs, how to get in touch with staff and share additional ideas by email, phone, or in person by appointment

2/12/18-LCAP Stakeholder Meeting at one.Charter Main (Manteca): Welcome and Introductions, What is LCAPP, one.Charter LCAP goals, State priorities, 3 year plan, Data points, how is one.Charter doing?, highly qualified teachers, stakeholder ideas, thoughts, changes, program needs, how to get in touch with staff and share additional ideas by email, phone, or in person by appointment

2/22/18-LCAP Stakeholder Meeting at one.Charter Elementary: Welcome and Introductions, What is LCAPP, one.Charter LCAP goals, State priorities, 3 year plan, Data points, how is one.Charter doing?, highly qualified teachers, stakeholder ideas, thoughts, changes, program needs, how to get in touch with staff and share additional ideas by email, phone, or in person by appointment

2/28/18: Working Meeting with LCAP Leadership: Team met to review responsibility, Google document created with notes, data collection timeline

2/28/18-4:00pm at SJCOE, WEC, LCAP Stakeholder Meeting: Welcome and Introductions, What is LCAPP, one.Charter LCAP goals, State priorities, 3 year plan, Data points, how is one.Charter doing?, highly qualified teachers, stakeholder ideas, thoughts, changes, program needs, how to get in touch with staff and share additional ideas by email, phone, or in person by appointment

3/21/18-LCAP Working Meeting with LCAP Leadership: Team met to work on LCAP Timeline updates and review stakeholder feedback

4/12/18-LCAP Budget Meeting with SJCOE staff to review numbers needed for LCAP

4/27/18-LCAP Support Group Meeting: Working Meeting with LCAP Support Group in the Harmony Lab: County Wide support group

5/2/18-Parent Advisory Committee Meeting: Stakeholders will have an opportunity to provide a review of the LCAP and add additional comments or questions.

5/2/18-ELD Parent Advisory Committee Meeting: Stakeholders will have an opportunity to provide a review of the LCAP and add additional comments or questions, translators provided.

5/25/18-LCAP Support Group Meeting: Working Meeting with LCAP Support Group in the Harmony Lab: County Wide support group

6/21/18-Presentation of the LCAP Budget to the Charter Board at SJCOE

6/25/18-Presentation of the LCAP Budget Adoption to the Charter Board at SJCOE

SJCOE Support Monthly meetings were held beginning in August of 2017 to review data related to the three LCAP Goals. Participants included COSP Division Director, Curriculum and Assessment Director, Business Services and Education Services administrators. Additional staff were included, as needed. This group developed the LCAP Timeline for 2017-18 and created plans for the stakeholder meetings. Education Services provided technical assistance and guidance throughout the year. Business Services provided fiscal oversight and support.

Stakeholder Meetings: Stakeholder Meetings were held February-March 2018. Parents, students, community members, certificated staff, and classified staff took part in the meetings. A review of the Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) goals and actions was presented at the meetings. The participants divided into working groups by LCAP Goal, evaluated progress, and offered feedback. Participants were then provided index cards to provide written recommendations for consideration. Among the themes that emerged from the stakeholder meetings were continuing to support truancy intervention efforts, increased parent engagement, additional support for English learners, and additional support for student transitions and behavioral needs.

Parent Surveys: Parent Surveys were conducted in the fall of 2017 to gather feedback and input related to programs and services offered by SJCOE. Questions focused on communication, school safety, parent involvement, and access to community resources. 126 parents responded to the survey. The 2017-2018 parent survey shows that 95% of parents strongly agree, agree, or are neutral with the following statement, "I feel that my involvement in my child's education is valued at his/her school," and 94% of parents strongly agree, agree, or are neutral with the following statement, "My child's school communicates necessary information." 64% of parents indicated they were given information about community resources from the school. This area needs increased focus in our LCAP. 95% of parents believe their child's school respects all cultures and diversity. Results from the 2017-2018 parent survey show, 93% of parents strongly agree, agree, or are neutral with the following statement, "My child's school is a safe place to learn."

Teachers A teacher survey was developed and administered in February of 2018. Results from the 2017-2018 teacher survey show an increase of teachers feeling safe by 4.21%; 90.75% of teachers strongly agree, agree, or are neutral with the following statement, "The school environment is safe for teachers." Teachers feel the school environment is safe for students; 90.74% of teachers strongly agree, agree, or are neutral with the following statement, "The school is safe for students." The 2017-2018 teacher survey shows that 100% of teachers believe that student/teacher relationships affect the overall school success. Based on the LCAP goals assessment survey completed during staff/region meetings, teachers continue to express concern with mental health services available for students.

Support Staff Support Staff were surveyed in March of 2018. 100% stated they "Are proud to work for this organization." 88% "Understand how their work is directly related to the success of the SJCOE one. Program." In addition, 89% believe they work in an environment where every employee can succeed; 97% enjoy their work; 91% understand the vision and mission of SJCOE; 100% of staff believe the administrative team treats them with respect. When asked to respond to the statement, "Management communicates well throughout the organization," 24% disagreed. Ongoing efforts to ensure necessary communication will continue.

Bargaining Unit The LCAP process and timeline were reviewed during monthly meetings between CTA representatives and County Operated Schools and Programs administration.

Impact on LCAP and Annual Update

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

Feedback and recommendations from consultations with students, parents, teachers, support staff, bargaining unit members, and community stakeholders were synthesized and a number of themes emerged:

Increased Parent Engagement - The need for increased support for parent engagement was evident in our surveys and stakeholder forums. While the overall responses from the parent surveys were positive, the need to increase parent access to school and community resources was evident. As such, Staff will work with parents to provide these services within 2.1.

Truancy and Chronic Absenteeism - While attendance percentages have made some gains in one. Charter, chronic absenteeism remains a major concern. 39% of one. Charter students were reported as chronically absent in 2016-2017 school year. Students are considered chronically absent if they have been enrolled for a total of 30 or more days at the selected reporting level during the academic year and they were absent 10% or more of the days they were expected to attend. We will continue to focus on truancy interventions in LCAP for the upcoming year.

Mental Health Services - We currently have 2.5 FTE counselors and .75 Mental Health Clinician who provide support for our students. Based on feedback from teachers, parents, and student services staff, we will increase our level of mental health and counseling supports. This will be addressed in Actions 2.3, and 2.2 in the upcoming year.

School Nurse-We currently share 1.0 FTE School Nurse position with the entire SJCOE COSP programs. A request to have a full time nurse available for one.Charter students was included and addressed in Goal 2.2.

Increased support for English learners - Based on input from stakeholder meetings and surveys, an increased focus on instructional support for English learners was emphasized in Goal 1 Actions 1.1, 1.2, 1.4, 1.7, 1.8, 1.9, 1.10. While appropriate curricular materials to support English learners were in place during the 2017-18 school year, an increased emphasis will be placed on instructional strategies to support English learners moving forward.

Career Readiness Technician support-Based on feedback from stakeholder meetings and surveys and as the program grows, a request to have additional CRT support for one. Charter students is being requested. This feedback will be reviewed as we watch the growth of Come Back Kids and Career Readiness Academy.

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)

Modified Goal

Goal 1

Through reading literacy, numeracy and digital literacy, students will master grade level common core standards to reach proficiency, earn a high school diploma and possess the skills necessary for college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Through Stakeholder engagement, a review of current student assessment data, SARC, programs and curriculum, it was determined that one. Charter students need:

- Qualified teachers
- Access to Curriculum
- Access to Technology
- Enrichment Opportunities
- Additional health support
- Safe and clean learning environment

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority 1- Basic Services</p> <p>1A. Teachers appropriately assigned and fully credentialed.</p> <p>1B. Access to Instructional Materials</p> <p>1C. Facilities are maintained</p>	<p>State Priority 1- Basic Services</p> <p>1A - 66.6% of teachers are fully credentialed, verified by 15/16 SARC</p> <p>1B - 100% of students have access to textbooks and instructional materials, verified by 15/16 SARC</p> <p>1C - 100% of facilities are maintained and in good repair, verified by 15/16 SARC</p>	<p>State Priority 1- Basic Services</p> <p>1A - Increase the number of fully credentialed teachers. (verified by SARC)</p> <p>1B 100% of students will have access to instructional materials. (verified by SARC)</p> <p>1C - 100% of facilities will be maintained in good repair. (verified by SARC)</p>	<p>State Priority 1- Basic Services</p> <p>1A - Increase the number of fully credentialed teachers. (verified by SARC)</p> <p>1B 100% of students will have access to instructional materials. (verified by SARC)</p> <p>1C - 100% of facilities will be maintained in good repair. (verified by SARC)</p>	<p>State Priority 1- Basic Services</p> <p>1A - Increase the number of fully credentialed teachers. (verified by SARC)</p> <p>1B 100% of students will have access to instructional materials. (verified by SARC)</p> <p>1C - 100% of facilities will be maintained in good repair. (verified by SARC)</p>
<p>State Priority 2- Implementation of SBE adopted standards</p> <p>2A. Implementation of SBE-adopted standards</p> <p>2B. How programs/services enable English Learners to access the CA Standards and ELD standards</p>	<p>State Priority 2- Implementation of SBE adopted standards</p> <p>2A - 100% of teachers are trained in CA standards aligned curriculum (verified by professional development schedule/plan)</p> <p>2B - All English learners are offered designated ELD instruction, 30 minutes daily. (verified</p>	<p>State Priority 2- Implementation of SBE adopted standards</p> <p>2A - Maintain 100% of teachers trained in CA standards aligned curriculum (verified by professional development schedule/plan)</p> <p>2B - All English learners will be provided designated ELD instruction, 30 minutes daily. (verified by site</p>	<p>State Priority 2- Implementation of SBE adopted standards</p> <p>2A - Maintain 100% of teachers trained in CA standards aligned curriculum (verified by professional development schedule/plan)</p> <p>2B - All English learners will be provided designated ELD instruction, 30 minutes daily. (verified by site</p>	<p>State Priority 2- Implementation of SBE adopted standards</p> <p>2A - Maintain 100% of teachers trained in CA standards aligned curriculum (verified by professional development schedule/plan)</p> <p>2B - All English learners will be provided designated ELD instruction, 30 minutes daily. (verified by site</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	by site schedules)	schedules)	schedules)	schedules)
State Priority 4- Pupil Achievement	State Priority 4- Pupil Achievement	State Priority 4- Pupil Achievement	State Priority 4- Pupil Achievement	State Priority 4- Pupil Achievement
4A. State assessment	4A. 2015/16 CAASPP data:	4A. CAASPP data:	4A. CAASPP data:	4A. CAASPP data:
4B. API	ELA:	ELA:	ELA:	ELA:
4D. EL progress (CELDT)	7th Grade: Fewer than ten students tested therefore, data is not available.	7th Grade: Increase the number of students tested to establish baseline date	7th Grade: Increase the percentage students who achieve met or nearly met status	7th Grade: Increase the percentage students who achieve met or nearly met status
4E. EL reclassification rate	11th Grade: 13% of students met or nearly met standards.	11th Grade: Increase the percentage students who achieve met or nearly met status.	11th Grade: Increase the percentage students who achieve met or nearly met status	11th Grade: Increase the percentage students who achieve met or nearly met status
	Math:	Math:	Math:	Math:
	7th Grade: Fewer than ten students tested, therefore, data is not available.	7th Grade: Increase the number of students tested to establish baseline date	7th Grade: Increase the percentage students who achieve met or nearly met status	7th Grade: Increase the percentage students who achieve met or nearly met status
	11th Grad: 0% of students scored at or near standard.	11th Grade: Increase the percentage students who achieve met or nearly met status.	11th Grade: Increase the percentage students who achieve met or nearly met status	11th Grade: Increase the percentage students who achieve met or nearly met status
	Science:	Science:	Science:	Science:
	5th Grade: Fewer than ten students tested, therefore, data is not available.	5th Grade: Increase the number of students tested to establish baseline date	5th Grade: Increase the percentage students who achieve Basic, Proficient and Advanced status	5th Grade: Increase the percentage students who achieve Basic, Proficient and Advanced status
	8th Grade: Fewer than ten students tested, therefore, data is not available.	8th Grade: Increase the number of students tested to establish baseline date	8th Grade: Increase the percentage students who achieve Basic, Proficient and Advanced status	8th Grade: Increase the percentage students who achieve Basic, Proficient and Advanced status
	10th Grade: Basic- 25%; Proficient- 13%; Advanced- 13%	10th Grade: Increase the percentage students	10th Grade: Increase the percentage students	10th Grade: Increase the percentage students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>4B - API was suspended</p> <p>4D - 2015/16 EL Progress verified by DataQuest 11 students were CELDT tested; Advanced- 27% (3 students) Early Advanced- 9% (1 student)</p> <p>4E - No students were reclassified fluent English proficient verified by 15/16 CELDT data.</p>	<p>who achieve Basic, Proficient and Advanced status.</p> <p>4B - n/a</p> <p>4D - Increase the percentage of students scoring Advanced or Early Advanced on the CELDT/ELPAC</p> <p>4E - Reclassify students as Fluent English Proficient who meet the minimum standards</p>	<p>10th Grade: Increase the percentage students who achieve Basic, Proficient and Advanced status</p> <p>4B - n/a</p> <p>4D - Increase the percentage of students scoring Advanced or Early Advanced on the CELDT/ELPAC</p> <p>4E - Reclassify students as Fluent English Proficient who meet the minimum standards</p>	<p>10th Grade: Increase the percentage students who achieve Basic, Proficient and Advanced status</p> <p>4B - n/a</p> <p>4D - Increase the percentage of students scoring Advanced or Early Advanced on the CELDT/ELPAC</p> <p>4E - Reclassify students as Fluent English Proficient who meet the minimum standards</p>
<p>State Priority 7- Course access</p> <p>7A. A broad course of study</p> <p>7B. Programs/Services developed and provided to unduplicated pupils</p> <p>7C. Programs/Services developed and provided to individuals with exceptional needs</p>	<p>State Priority 7- Course access</p> <p>7A - All students had access to a broad course of study, including all subject areas, described in Section 51210 and Section 51220, (verified by class schedule)</p> <p>7B - All Unduplicated pupils had access to broad course of study, including access to ELD instruction and Academic Lab (verified</p>	<p>State Priority 7- Course access</p> <p>7A - All students will have access to a broad course of study, including all subject areas, described in Section 51210 and Section 51220, (verified by class schedule)</p> <p>7B - All Unduplicated pupils will have access to broad course of study, including access to ELD instruction and Academic Lab (verified</p>	<p>State Priority 7- Course access</p> <p>7A - All students will have access to a broad course of study, including all subject areas, described in Section 51210 and Section 51220, (verified by class schedule)</p> <p>7B - All Unduplicated pupils will have access to broad course of study, including access to ELD instruction and Academic Lab (verified</p>	<p>State Priority 7- Course access</p> <p>7A - All students will have access to a broad course of study, including all subject areas, described in Section 51210 and Section 51220, (verified by class schedule)</p> <p>7B - All Unduplicated pupils will have access to broad course of study, including access to ELD instruction and Academic Lab (verified</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>by class schedule)</p> <p>7C - Students with exceptional needs were offered a broad course of study while meeting the specific academic objectives and goals identified in their Individual Educational Program or 504 Plan. Push-in and Pull-out services were provided by the Resource Specialist, (verified through SEIS)</p>	<p>by class schedule)</p> <p>7C - Students with exceptional needs will be offered a broad course of study while meeting the specific academic objectives and goals identified in their Individual Educational Program or 504 Plan. Push-in and Pull-out services will be provided by the Resource Specialist, (verified through SEIS)</p>	<p>by class schedule)</p> <p>7C - Students with exceptional needs will be offered a broad course of study while meeting the specific academic objectives and goals identified in their Individual Educational Program or 504 Plan. Push-in and Pull-out services will be provided by the Resource Specialist, (verified through SEIS)</p>	<p>by class schedule)</p> <p>7C - Students with exceptional needs will be offered a broad course of study while meeting the specific academic objectives and goals identified in their Individual Educational Program or 504 Plan. Push-in and Pull-out services will be provided by the Resource Specialist, (verified through SEIS)</p>
<p>State Priority 8- Other Pupil Outcome</p> <p>8A. PWA writing assessments</p> <p>8B. VAPA and Quest participation</p>	<p>State Priority 8- Other Pupil Outcome</p> <p>8A - All 7-12th grade students participated in a program-wide Writing Assessment. PWA scores fell below 2.0 average score. Baseline data: 1.92 score based on PWA 15/16 data.</p> <p>8A - 186 students participated in Visual and Performing Arts activities in 2015/16, verified by teacher records and one. Program quest data.</p>	<p>State Priority 8- Other Pupil Outcome</p> <p>8A - Increase the performance of all students grades 7-12th on the program-wide Writing Assessment (verified by Program PWA data)</p> <p>8B - Increase the number of students who participate in Visual and Performing Arts activities and/or one. Program Quest activities (verified by teacher records, head count and Program</p>	<p>State Priority 8- Other Pupil Outcome</p> <p>8A - Increase the performance of all students grades 7-12th on the program-wide Writing Assessment (verified by Program PWA data)</p> <p>8B - Increase the number of students who participate in Visual and Performing Arts activities and/or one. Program Quest activities (verified by teacher records, head count and Program</p>	<p>State Priority 8- Other Pupil Outcome</p> <p>8A - Increase the performance of all students grades 7-12th on the program-wide Writing Assessment (verified by Program PWA data)</p> <p>8B - Increase the number of students who participate in Visual and Performing Arts activities and/or one. Program Quest activities (verified by teacher records, head count and Program</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Quest 16/17 data)	Quest 16/17 data)	Quest 16/17 data)

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

Unchanged Action

2017-18 Actions/Services

1.1
Provide Edmentum online service for remediation through A-G courses.

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

Modified Action

2018-19 Actions/Services

1.1
Students and staff will have access to Edmentum online curriculum services.

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

Unchanged Action

2019-20 Actions/Services

1.1
Students and staff will have access to Edmentum online curriculum services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$10,471.20	\$10,471.20
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.2
Technology Support Staff

2018-19 Actions/Services

1.2
Technology Support Staff will support the educational programs by updating, installing, and repairing software and

2019-20 Actions/Services

1.2
Technology Support Staff will support the educational programs by updating, installing, and repairing software and

	hardware as needed.	hardware as needed.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	36,596	41,659.88	41,659.88
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Salaries for Tech staff	2000-2999: Classified Personnel Salaries Salaries for Tech staff	2000-2999: Classified Personnel Salaries Salaries for Tech staff
Amount	15,861	18,456.95	18,456.95
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Benefits for Tech staff	3000-3999: Employee Benefits Benefits for Tech staff	3000-3999: Employee Benefits Benefits for Tech staff

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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))

Schoolwide

Location(s):

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

Specific Schools: one.Charter Academy of Visual and Performing Arts, Bianchi and Main and one.Charter Elementary
Specific Grade Spans: k-12

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 Action

Modified Action

Unchanged Action

2017-18 Actions/Services

1.3
 A. Enrichment Artist will provide classroom instruction for students in Visual and Performing Arts.

 B. Artist in Schools will provide visual art lessons

2018-19 Actions/Services

1.3
 Enrichment Artists and Artists in Residence will provide classroom instruction for students in Visual and Performing Arts programs.

2019-20 Actions/Services

1.3
 Enrichment Artists and Artists in Residence will provide classroom instruction for students in Visual and Performing Arts programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$37,000	\$37,000	\$37,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries A. Enrichment Artists salaries	2000-2999: Classified Personnel Salaries A. Enrichment Artists salaries	2000-3000: Salaries & Benefits A. Enrichment Artists salaries
Amount	\$2,832.50	\$2,832.50	\$2,820.70
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	3000-3999: Employee Benefits A. Enrichment Artist Benefits	3000-3999: Employee Benefits A. Enrichment Artist Benefits	3000-3999: Employee Benefits A. Enrichment Artist Benefits
Amount	\$12,000	\$12,000	\$12,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	4000-4999: Books And Supplies A. Enrichment Artist	4000-4999: Books And Supplies A. Enrichment Artist	4000-4999: Books And Supplies A. Enrichment Artist

Amount	\$15,908	\$15,908	\$15,908
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures B. Artist in Schools	5000-5999: Services And Other Operating Expenditures B. Artist in Schools	5000-5999: Services And Other Operating Expenditures B. Artist in Schools

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

Modified Action

2017-18 Actions/Services

1.5
Research and purchase reading and math remediation programs

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

Modified Action

2018-19 Actions/Services

1.4
Implement WRITE strategies across all curricular areas.

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

Unchanged Action

2019-20 Actions/Services

1.4
Continue to implement WRITE strategies across all curricular areas

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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))

Schoolwide

Location(s):

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

Specific Schools: one.Charter AVAP Bianchi

Actions/Services

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

Modified Action

2017-18 Actions/Services

1.6 Provide Protools Hard Drive software

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

Modified Action

2018-19 Actions/Services

1.5 Upgrade Protools

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

Unchanged Action

2019-20 Actions/Services

1.5 Upgrade Protools

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$0	\$0
Source	Supp/Conc		
Budget Reference	5000-5999: Services And Other Operating Expenditures Update Protools	N/A	N/A

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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))

Schoolwide

Location(s):

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

Specific Schools: 4-Comeback Kids /1-Charter Elem.

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.7 Five Chromebook carts/ 1 for Bianchi and 4 for Comeback Kids

2018-19 Actions/Services

1.6 Five Chromebook carts needed for Comeback Kids program

2019-20 Actions/Services

1.6 Five Chromebook carts for Comeback Kids program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	55,000	55,000	55,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	4000-4999: Books And Supplies 5 Chromebook carts	4000-4999: Books And Supplies 5 Chromebook carts	4000-4999: Books And Supplies 5 Chromebook carts

Action 7

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

Students to be Served:

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

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

1.8 Continue to seek out a highly qualified teaching staff. Add 1 teacher at one.Charter Elementary. Add 4 teachers to open the one.Comeback Kids Charter

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

Modified Action

2018-19 Actions/Services

1.7 Continue to recruit and hire qualified teaching staff for all sites within the one.Charter including the expansion and growth of Come Back Kids.

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

Unchanged Action

2019-20 Actions/Services

1.7 Continue to recruit and hire qualified teaching staff for all sites within the one.Charter including the expansion and growth of Come Back Kids.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$864,205.86	\$1,155,163.24	\$1,155,163.24
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries all Charter teachers salaries	1000-1999: Certificated Personnel Salaries all Charter teachers salaries	0001-0999: Unrestricted: Locally Defined all Charter teachers salaries
Amount	\$337,513.55	\$460,329.07	\$460,329.07
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits all Charter teachers benefits	3000-3999: Employee Benefits all Charter teachers benefits	3000-3999: Employee Benefits all Charter teachers benefits

Action 8

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.9 Pilot and Purchase standards aligned English Language Arts Instructional Materials (gr. k-6)

1.8 Pilot and Purchase standards aligned History Instructional Materials (gr. 7-12)

1.8 Pilot and Purchase standards aligned History Instructional Materials (gr.K-6)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	35,000	35,000	35,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 9

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) <input type="text" value="[Add Students to be Served selection here]"/>	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="[Add Location(s) selection here]"/>
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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) <input type="text" value="English Learners"/> <input type="text" value="Foster Youth"/> <input type="text" value="Low Income"/>	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) <input type="text" value="LEA-wide"/>	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="All Schools"/>
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 <input type="text" value="Modified Action"/>	Select from New, Modified, or Unchanged for 2018-19 <input type="text" value="Modified Action"/>	Select from New, Modified, or Unchanged for 2019-20 <input type="text" value="Modified Action"/>
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.10 Timesheet pay for 9 teachers and 1 counselor for 3 days of site focus curriculum (originally Goal 1.4B)

1.9 Staff will review, revise, and develop curriculum for the ELA/ELD adoption.

1.9 Staff will review, revise, and develop curriculum for the History/social science adoption

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,255.23	1,255.23	1,255.23
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries hourly pay for 9 teachers/ 1 counselor/ 3 days	1000-1999: Certificated Personnel Salaries hourly pay for 9 teachers/ 1 counselor/ 3 days	1000-1999: Certificated Personnel Salaries hourly pay for 9 teachers/ 1 counselor/ 3 days
Amount	230.50	230.50	230.50
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	3000-3999: Employee Benefits benefits for hourly pay	3000-3999: Employee Benefits benefits for hourly pay	3000-3999: Employee Benefits benefits for hourly pay

Action 10

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.11 Staff will participate in conferences and workshops designed to support the academic and behavioral needs of students.	1.10 Staff will participate in conferences and workshops designed to support the academic and behavioral needs of students.	1.10 Staff will participate in conferences and workshops designed to support the academic and behavioral needs of students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,500	\$12,500	\$12,500
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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)

Modified Goal

Goal 2

Developing meaningful partnerships between school, family and community, where all members share a vision for a safe, supportive and productive learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Through Stakeholder discussions, and a review of student assessments, parent/teacher conference attendance, discipline records and student demographics, and the California Healthy Kids Survey, it was determined that, one. Charter students need:

- Parents that are actively involved in their children's education
- Safe and respectful learning environments
- Regular school attendance
- Consistent participation in school related activities

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 3- Parental Involvement 3A- Efforts by district to	State Priority 3- Parental Involvement	State Priority 3- Parental Involvement	State Priority 3- Parental Involvement	State Priority 3- Parental Involvement

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>seek parent input in decision making</p> <p>3B- How the district will promote parental participation in programs for unduplicated pupils</p> <p>3C- How the district will promote parental participation in programs for individuals with exceptional needs</p>	<p>3A - 74% parent participation in Parent/Teacher conferences (verified by 2015/16 parent sign-in sheets)</p> <p>3B - Encouraged families of unduplicated students to participate in parent conference by providing translators. No current data to support this matrix.x.</p> <p>3C - All parents of exceptional needs students were encouraged to participate in the IEP and 504 process, verified by SEIS. No current data to support this matrix.</p>	<p>A - Increase parent participation in Parent/Teacher conferences will increase (verified by parent sign-in sheets)</p> <p>B - Encourage parent conference participation to families of unduplicated students by providing translators. (verified by.....)</p> <p>C - Increase percentage of parents of exceptional needs students who participate in the IEP and 504 process, (verified by SEIS)</p>	<p>A - Parent participation in Parent/Teacher conferences will increase by 5% (verified by Parent/Teacher conference data)</p> <p>B - Increase parent conference participation to families of unduplicated students by providing translators.</p> <p>C - Continue to increase parents of exceptional needs students to participate in the IEP and 504 process, verified by SEIS.</p>	<p>A - Parent participation in Parent/Teacher conferences will increase by 5% (verified by Parent/Teacher conference data)</p> <p>B - Increase parent conference participation to families of unduplicated students by providing translators.</p> <p>C - Continue to increase parents of exceptional needs students to participate in the IEP and 504 process, verified by SEIS.</p>
<p>State Priority 5- Pupil Engagement</p> <p>5A. School Attendance</p> <p>5B. Chronic absenteeism</p> <p>5C. Middle school dropout rate</p> <p>5D. High school dropout</p>	<p>State Priority 5- Pupil Engagement</p> <p>5A - 89% attendance rate (verified by 2015/16 CALPADS)</p> <p>5B - 24% chronic absenteeism rate (verified by CALPADS)</p> <p>5C - Decrease Middle</p>	<p>State Priority 5- Pupil Engagement</p> <p>5A. Increase Daily Attendance rates (verified by CALPADS)</p> <p>5B. Decrease Chronic Absenteeism rate (verified by CALPADS)</p> <p>5C. Monitor/Decrease</p>	<p>State Priority 5- Pupil Engagement</p> <p>5A. Increase Daily Attendance rates (verified by PROMIS)</p> <p>5B. Decrease Chronic Absenteeism rate (verified by DataQuest)</p> <p>5C. Monitor/Decrease</p>	<p>State Priority 5- Pupil Engagement</p> <p>5A. Increase Daily Attendance rates (verified by PROMIS)</p> <p>5B. Decrease Chronic Absenteeism rate (verified by DataQuest)</p> <p>5C. Monitor/Decrease</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>rate</p> <p>5E. High school graduation rate.</p>	<p>school dropout rates. Baseline data: No current data to support this matrix.</p> <p>5D - Decrease high school dropout rates: 7 dropouts (verified by 2015/16 PROMIS)</p> <p>5E -Increase high school graduation rate: 41 graduates (verified by 2015/16 PROMIS)</p>	<p>Middle school dropout rates to zero (verified by PROMIS)</p> <p>5D. Decrease High school dropout rates to: zero (verified by PROMIS)</p> <p>5E - Increase High School Graduation Rates (verified by PROMIS)</p>	<p>Middle school dropout rates to zero (verified by DataQuest)</p> <p>5D. Decrease High school dropout rates to: zero (verified by DataQuest)</p> <p>5E - Increase High School Graduation Rates (verified by DataQuest)</p>	<p>Middle school dropout rates to zero (verified by DataQuest)</p> <p>5D. Decrease High school dropout rates to: zero (verified by DataQuest)</p> <p>5E - Increase High School Graduation Rates (verified by DataQuest)</p>
<p>State Priority 6- School Climate</p> <p>6A. Pupil suspension rate</p> <p>6B. Pupil expulsion rate</p> <p>6C. Other local measures, incl surveys of pupils, parents, and teachers on safety and school connectedness.</p>	<p>State Priority 6- School Climate</p> <p>6A. Student suspensions rates decreased to 36 students offenses, (verified by 2015/16 PROMIS)</p> <p>6B. Maintain student expulsion rates at 0, (verified by 2015/16 PROMIS)</p> <p>6C. Other local measures: School Climate survey stated that both parents and students overwhelming feel safe</p>	<p>State Priority 6- School Climate</p> <p>6A. Decrease suspension rates (verified by CALPADS)</p> <p>6B. Maintain expulsion rate at zero (verified by CALPADS)</p> <p>6C. Continue to administer school climate survey to students, parents and staff and maintain positive results.</p>	<p>State Priority 6- School Climate</p> <p>6A. Decrease suspension rates (verified by DataQuest)</p> <p>6B. Maintain expulsion rate at zero (verified by DataQuest)</p> <p>6C. Continue to administer school climate survey to students, parents and staff and maintain positive results.</p>	<p>State Priority 6- School Climate</p> <p>6A. Decrease suspension rates (verified by DataQuest)</p> <p>6B. Maintain expulsion rate at zero (verified by DataQuest)</p> <p>6C. Continue to administer school climate survey to students, parents and staff and maintain positive results.</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

Unchanged Action

2017-18 Actions/Services

2.1
Provide materials and refreshments for all one.Charter events

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

Unchanged Action

2018-19 Actions/Services

2.1
Provide materials and refreshments for all one.Charter events

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

Unchanged Action

2019-20 Actions/Services

2.1
Provide materials and refreshments for all one.Charter events

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	5,000	5,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

Unchanged Action

2017-18 Actions/Services

2.2
School Nurse will provide mental and physical health outreach for students.

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

Unchanged Action

2018-19 Actions/Services

2.2
School Nurse will provide mental and physical health outreach for students.

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

Unchanged Action

2019-20 Actions/Services

2.2
School Nurse will provide mental and physical health outreach for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,573.23	\$23,030.72	\$23,030.72
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Nurse Corie Estes Salary	1000-1999: Certificated Personnel Salaries Nurse Salary	1000-1999: Certificated Personnel Salaries Nurse Salary
Amount	\$11,615.21	\$17,927.05	\$17,927.05
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Staff Benefits	3000-3999: Employee Benefits Staff Benefits	3000-3999: Employee Benefits Staff Benefits
Amount	\$8,947	\$20,533.20	\$20,533.20
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries R. Hernandez	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.3
Provide counseling services to support students

2.3
Provide counseling services to support students

2.3
Provide counseling services to support students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,887.09	\$147,981.16	\$147,981.16
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries for Counselors (DeAlba/Morga)	1000-1999: Certificated Personnel Salaries Salaries for Counselor (DeAlba/Morga)	1000-1999: Certificated Personnel Salaries Salaries for Counselor (DeAlba/Morga)
Amount	\$19,076.37	\$62,029.40	\$62,029.40
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Benefit for Counselor (DeAlba/Morga)	3000-3999: Employee Benefits Benefit for Counselor (DeAlba/Morga)	3000-3999: Employee Benefits Benefit for Counselor (DeAlba/Morga)

Action 4

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2.4
Provide transportation for students to attend Charter events

2018-19 Actions/Services

2.4
Provide transportation for students to attend Charter events

2019-20 Actions/Services

2.4
Provide transportation for students to attend Charter events

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6000	\$6000	\$6000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Van/bus rental	5000-5999: Services And Other Operating Expenditures Van/bus rental	5000-5999: Services And Other Operating Expenditures van/bus rental

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

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 Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2.5
Provide bus passes for Low Income students

2018-19 Actions/Services

2.5
Provide bus passes for Low Income students

2019-20 Actions/Services

2.5
Provide bus passes for Low Income students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,200	\$10,000	\$10,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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))

Schoolwide

Location(s):

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

Specific Schools: one.Charter AVAP
Bianchi, one.Charter Elementary,
one.Charter Main**Actions/Services**

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.7
Increase Campus Security Technician by .2 FTE

2018-19 Actions/Services

2.6
Provide Campus Security Technician services at 2017-2018 level.

2019-20 Actions/Services

2.6
Provide Campus Security Technician services at 2017-2018 level.**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$29,612.14	\$38,323.17	\$38,323.17
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries (Luis DeAlba plus =.20 FTE of another CST)	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$10,604.27	\$20,986.48	\$20,986.48
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	3000-3999: Employee Benefits (Luis DeAlba plus =.20 FTE of another CST)	3000-3999: Employee Benefits (Luis DeAlba plus =.20 FTE of another CST)	3000-3999: Employee Benefits (Luis DeAlba plus =.20 FTE of another CST)

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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))

Schoolwide

Location(s):

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

Specific Schools: one. Charter Career Readiness Academy

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

2.8 Career Readiness Technician

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

Unchanged Action

2018-19 Actions/Services

2.7 Career Readiness Technician

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

Unchanged Action

2019-20 Actions/Services

2.7 Career Readiness Technician

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$0	\$0
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	0	\$0	\$0
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 8

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)

Specific Schools: one.Charter Comeback Kids

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.9 Advertising opening and enrollment for one.Comeback Kids Charter

2018-19 Actions/Services

2.8 Advertising expansion and enrollment opportunities for Comeback Kids Program

2019-20 Actions/Services

2.8 Advertising expansion and enrollment opportunities for Comeback Kids Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	5,000	5,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Advertising for one.Charter	5000-5999: Services And Other Operating Expenditures Advertising for one.Charter	5000-5999: Services And Other Operating Expenditures Advertising for one.Charter

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$1,419,085

Percentage to Increase or Improve Services

49.75%

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

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

The Unduplicated Pupil Percentage is 90.21%. The following programs and services are provided to students in a Charterwide/Schoolwide manner using Supplemental/Concentration funds:

In addition to the basic services that one.Charter provides to all students, without regard to their status as English Learners, Low income or Foster Youth, one.Charter provides a number of additional services and supports that are directed towards the needs of unduplicated pupils in order to increase or improve services—relative to services provided to all students—in proportion to the supplemental and concentration grant funds provided by the LCFF. These services are marked above as contributing to increased or improved services. It is important to recognize that 90.21% of one.Charter pupils are unduplicated pupils. Although there is not yet a state dashboard to show how well our students are doing across multiple measures, our local data and our needs assessment show that unduplicated pupils struggle in the following areas: attendance, meeting or exceeding standard in English Language Arts and Math as measured by the CAASPP, and attainment of reclassification status as fully English proficient. Although the programs identified above as contributing to increase or improved services are principally directed towards the needs of these pupils, the remaining 9.79% of students have similar needs and our goals for their success are the same. Therefore, those services marked above as contributing to increase or improved services and also marked as available for all students are being provided to all students in the one.Charter program charterwide. The following are the services and supports provided charterwide that are principally directed towards unduplicated pupils' needs and the reasons the services and supports are effective in meeting those needs:

Goal 1: These actions/services are principally directed and effective in meeting Goal 1 because our unduplicated students inherently require differentiated instruction to be successful in accessing rigorous curriculum. Because our unduplicated students are enrolled throughout all sites, all teachers and administrators should be trained to effectively serve the individual needs of each student.

1.1 Students and staff will have access to Edmentum online curriculum services.

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).

- 1.2 Technology Support Staff will support the educational programs by updating, installing, and repairing software and hardware as needed.
- 1.3 Enrichment Artists and Artists in Residence will provide classroom instruction for students in Visual and Performing Arts programs.
- 1.4 Implement WRITE strategies across all curricular areas.
- 1.5 Upgrade Protocols
- 1.6 Five Chromebook carts needed for Comeback Kids program
- 1.9 Staff will review, revise, and develop curriculum for the ELA/ELD adoption.

Goal 2: These actions/services are principally directed and effecting in meeting Goal 2 because our unduplicated student population is highly transient, often time not having attended school in months or even years. Therefore attending school is a key part of the rehabilitation process with the over all goal of returning to their home district or earning their diploma.

- 2.1 Provide materials and refreshments for all one.Charter events
- 2.2 School Nurse will provide mental and physical health outreach for students.
- 2.3 Provide counseling services to support students
- 2.4 Provide transportation for students to attend Charter events
- 2.5 Provide bus passes for Low Income students (limited to low income students)
- 2.6 Provide Campus Security Technician services at 2017-2018 level.
- 2.7 Career Readiness Technician

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).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$921,414

Percentage to Increase or Improve Services

35.34%

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

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

The Unduplicated Pupil Percentage is 82.51%. The following programs and services are provided to students in a Charterwide/Schoolwide manner using Supplemental/Concentration funds:

GOAL 1 – Student Achievement

Action/Service 1.1 - Provide Edmentum online service for remediation through A-G courses.

Action/Service 1.2 - Technology Support Staff

Action/Service 1.3 - A. Enrichment Artist will provide classroom instruction for students in Visual and Performing Arts. B. Artist in Schools will provide visual art lessons

Action/Service 1.5 - Research and purchase reading and math remediation programs.

Action/Service 1.6 - Provide Protool Hard Drive software

Action/Service 1.7- Five Chromebook carts/ 1 for Bianchi and 4 for Comeback Kids

Action/Service 1.8- Timesheet pay for 9 teachers and 1 counselor for 3 days of site focus curriculum (originally Goal 1.4B)

GOAL 2 – School Climate/Parent Partnerships

Action/Service 2.1 - Provide materials and refreshments for all one.Charter events

Action/Service 2.2 - School Nurse will provide mental and physical health outreach for students.

Action/Service 2.3 - Provide counseling services to support students

Action/Service 2.5 -Provide transportation for students to attend Charter events

Action/Service 2.7 - Increase Campus Security Technician by 0.2 FTE

Action/Service 2.8 - Career Readiness Technician

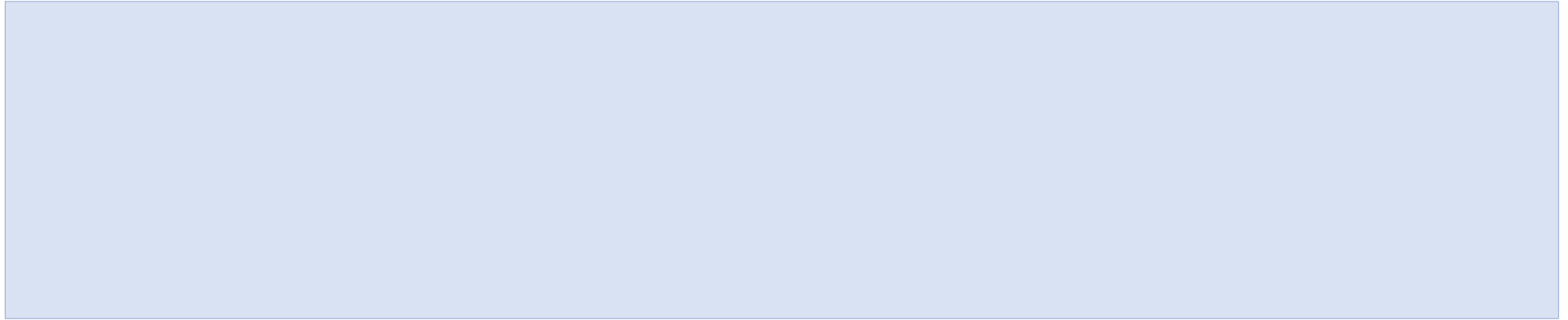
The following action/service is specific to Low Income students only:

Action/Service 2.5 - Provide bus passes for Low Income students.

Justification: These programs and services are principally directed towards and effective in meeting the Charter goals in the state priority areas for our unduplicated students, who are our most at-risk population and who might not otherwise have opportunities to participate in extracurricular activities outside the school setting.

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).



Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- 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 Academic Performance Index;
- C. 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;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. 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. S 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,578,530.86	1,718,794.35	1,578,530.86	2,224,617.75	2,076,624.79	5,879,773.40
	0.00	0.00	0.00	0.00	0.00	0.00
Base	1,249,219.41	1,302,053.16	1,249,219.41	1,667,992.31	1,667,992.31	4,585,204.03
Supp/Conc	329,311.45	416,741.19	329,311.45	556,625.44	408,632.48	1,294,569.37

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,578,530.86	1,718,794.35	1,578,530.86	2,224,617.75	2,076,624.79	5,879,773.40
	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	1,155,163.24	1,155,163.24
1000-1999: Certificated Personnel Salaries	888,034.32	1,028,665.12	888,034.32	1,327,430.35	24,285.95	2,239,750.62
2000-2999: Classified Personnel Salaries	112,155.14	81,994.39	112,155.14	137,516.25	100,516.25	350,187.64
2000-3000: Salaries & Benefits	0.00	38,472.11	0.00	0.00	37,000.00	37,000.00
3000-3999: Employee Benefits	397,733.40	427,189.97	397,733.40	582,791.95	582,780.15	1,563,305.50
4000-4999: Books And Supplies	107,000.00	85,069.78	107,000.00	107,000.00	107,000.00	321,000.00
5000-5999: Services And Other Operating Expenditures	73,608.00	57,402.98	73,608.00	69,879.20	69,879.20	213,366.40

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,578,530.86	1,718,794.35	1,578,530.86	2,224,617.75	2,076,624.79	5,879,773.40
		0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	0.00	1,155,163.24	1,155,163.24
1000-1999: Certificated Personnel Salaries	Base	864,205.86	922,412.33	864,205.86	1,155,163.24	0.00	2,019,369.10
1000-1999: Certificated Personnel Salaries	Supp/Conc	23,828.46	106,252.79	23,828.46	172,267.11	24,285.95	220,381.52
2000-2999: Classified Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supp/Conc	112,155.14	81,994.39	112,155.14	137,516.25	100,516.25	350,187.64
2000-3000: Salaries & Benefits	Supp/Conc	0.00	38,472.11	0.00	0.00	37,000.00	37,000.00
3000-3999: Employee Benefits		0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	337,513.55	339,609.58	337,513.55	460,329.07	460,329.07	1,258,171.69
3000-3999: Employee Benefits	Supp/Conc	60,219.85	87,580.39	60,219.85	122,462.88	122,451.08	305,133.81
4000-4999: Books And Supplies	Base	35,000.00	27,213.67	35,000.00	35,000.00	35,000.00	105,000.00
4000-4999: Books And Supplies	Supp/Conc	72,000.00	57,856.11	72,000.00	72,000.00	72,000.00	216,000.00
5000-5999: Services And Other Operating Expenditures	Base	12,500.00	12,817.58	12,500.00	17,500.00	17,500.00	47,500.00
5000-5999: Services And Other Operating Expenditures	Supp/Conc	61,108.00	44,585.40	61,108.00	52,379.20	52,379.20	165,866.40

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,455,902.64	1,489,274.57	1,455,902.64	1,867,806.57	1,867,794.77	5,191,503.98
Goal 2	122,628.22	229,519.78	122,628.22	356,811.18	208,830.02	688,269.42
Goal 3			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.