

Introduction:

LEA: Kings Valley Academy **Contact (Name, Title, Email, Phone Number):** Christopher Hodge, , chodge@learn4life.org, (661-952-6028) **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

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

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>L4L LCAP Outreach and Collaboration Process included the following:</p> <p>All Call sent to all students and guardians/community members to invite these groups to participate in the school survey, the LCAP Pizza Party, and other LCAP informational meetings.</p> <p>Weekly calls were placed to remind and ask stakeholders for input.</p> <p>Schoolwide newsletters were sent to all staff, board members, students and</p>	<p>Below is a collective summary of feedback from each group gathered throughout the Outreach and Collaboration Process:</p> <p>Input: All groups expressed an interest in state priority 1, 2, 5, 7 and 8 and communicated that each student group may benefit academically while increasing retention rates from increased instructional minutes by having additional educational staff, especially in the area of mathematics.</p> <p>Impact: This is reflected in the LCAP goal 1 and goal 2 and their respective</p>

guardians, displayed at the school sites, distributed to community members via email that provided information about LCAP and invited stakeholders to participate in the survey and in upcoming meetings, including the school Pizza Party.

Letters were sent to all staff, board members, students and guardians in both Spanish and English that provided information about LCAP, including the 8 State Priorities, and invited stakeholders to participate in the school survey via the link provided, email, phone call or hard copy.

Phone calls were placed in English or Spanish to all parents and community members to gather feedback regarding school improvement in relation to LCAP and the 8 state priorities.

action steps in the hiring of additional staff as a means of increasing and maximizing instructional minutes.

Input: All groups expressed an interest in state priority 1, 3, 4, and 8 and communicated that each student group may increase academic progression, improve retention, and increase graduation rates through additional one-one-one support.

Impact: This is reflected in the LCAP goal 1, goal 2, goal 3 and goal 4 and their respective action steps in the hiring of additional staff and an increase monitoring of student progress.

Input: All groups expressed an interest in state priority 1, 3 and 6 and communicated that each student group may benefit academically, students will feel more connected to the program and retention rates may be improved from increased college and career and social/emotional counseling support and course opportunities.

Impact: This is reflected in the LCAP goal 1, goal 2, goal 3 and goal 4 and their respective action steps in developing academic, social/emotional support systems and expanding CTE course access and options.

Input: All groups expressed interest in state priority 1, 3 and 6 and communicated that increased parental involvement in the program may be beneficial for students. Groups believe that increased communication in Spanish and additional opportunities, like academic conferences will increase student progress, school culture, retention and support.

Impact: This is reflected in the LCAP goal 1, goal 2, goal 3, goal 4 and goal five and their respective action steps such ways as hiring a new school counselor, exploring options for expanding electives offerings, developing additional opportunities for parental involvement.

Input: Student and parent/community groups expressed interest in state priority 3, 4 and 8 communicated that providing extra-curricular or elective opportunities will foster engagement, retention and a positive school culture. These opportunities might include: awards nights, Grad Nite, dance, choir, theater, sports or technology.

Impact: This is reflected in the LCAP goal 1, goal 2, goal 3, goal 4 and goal 5 and their respective action steps by exploring CTE programs and additional course offerings and input opportunities.

<p>Annual Update: Parent Advisory Committee and ELAC meetings were held on 9/15/15. At the meeting, it was voted on to merge the PAC and ELAC committee meetings. The next meeting was held on 2/25/16 and a future meeting is scheduled for 6/16/16. The purpose of these meetings are to seek consultation and collect feedback from stakeholder groups regarding the educational program and progress on school goals. Feedback from these meetings came from verbal input, and each parent completed a survey on site at the end of each meeting.</p> <p>Agenda items included the following topics:</p> <ul style="list-style-type: none"> • LCFF – what it is • LCAP – what it is • Mission • Vision • Current Obligations • 8 State Priorities • 5 Goals • Timeline <p>Students provided input through a student survey this year. The staff was able to discuss the student survey results at the March meeting.</p> <p>In April, 2016, classified and certificated staff participated in a meeting where LCAP information was shared and input was encouraged. Data from the results of the parent and student survey, along with input from our sponsoring district was shared and discussed. Qualitative data was reviewed to identify patterns of strength and areas of growth.</p>	<p>Annual Update: Below is a collective summary of input and feedback from stakeholder the meetings and surveys in the spring.</p> <p>The input and impact on Goal #1, to increase student retention, was that staff, students and parents believed that this goal was still important. Parents suggested that an additional school counselor be hired to support their students.</p> <p>The input and impact on Goal #2, to increase credit completion, resulted in everyone agreeing that additional tutors would help students to complete their course work. This seemed especially critical in the area of mathematics.</p> <p>The input and impact on Goal #3, to obtain basic computer skills and complete an online course, centered around hiring and training more teachers to support students in the online program. Students expressed the need for more one-on-one support, as a result we recently hired an additional tutor and we have an additional position posted. Feedback from staff was focused on the need for increased training in the online program.</p> <p>The input and impact on Goal #4, to gain skills for career and college-readiness, resulted in our exploring additional options for elective offerings and CTE programs. In meeting the needs for hiring additional staff this year, it will significantly increase our progress in this goal. Increasing access to the courses that support this goal will be important.</p> <p>The input and impact on Goal#5, to increase stakeholder participation, was to continue with communicating in a variety of ways, such as the newsletter, calendar, All-Calls. Parents appreciated the increase in communication. Parents reported that they would like to be more involved, but they don't know how. We will take additional action in to support stakeholder participation.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Increase student retention.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 3 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need : Students' attendance is often irregular for a variety of reasons. Regular attendance needs to increase, if students are going to be successful in their educational program.

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: School Facilities rating is Exemplary (Priority 1)
 Retention rate will increase (Priority 8)
 Attendance rate will be 85% or higher (Priority 5)
 Dropout rate will decrease (Priority 5)
 Suspension rate will be low (Priority 6)
 Expulsion rate will be low (Priority 6)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase academic and social/emotional support services: Increase instructional access through addition staff services, tutors, etc. Student Retention Services personnel will provide intervention. Increase academic and social/emotional support services through additional counseling staff. Establish an integrated intervention/incentive system. Provide transportation assistance	Charter-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classified, SRS, Tutors and others LCFF \$67,100 Certificated counseling LCFF \$10,200 Materials, Supplies \$8,150 Transportation \$4,100

<p>Provide an intervention and support program:</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for intervention program</p> <p>Small group teachers and labs for EL, ELA and mathematics</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development \$16,300</p> <p>Materials, hardware, software \$8,150</p> <p>Certificated salaries and benefits \$32,500</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries and Benetfits \$134,900</p> <p>Classified and Benefits \$48,400</p> <p>Curriculum Development \$62,100</p> <p>Professional Development \$1,200</p> <p>Materials, Hardware, Software \$36,800</p> <p>Facilities \$50,600</p> <p>Meals & Consumables \$3,900</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	School Facilities rating is Exemplary (Priority 1) Retention rate will increase (Priority 8) Attendance rate will be 85% or higher (Priority 5) Dropout rate will decrease (Priority 5) Suspension rate will be low (Priority 6) Expulsion rate will be low (Priority 6)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Increase instructional access through addition staff services, tutors, etc. Student Retention Services personnel will provide intervention. Increase academic and social/emotional support services through additional counseling staff. Establish an integrated intervention/incentive system Provide transportation assistance	Charter-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classified, SRS, Tutors and others \$86,000 Certificated Counseling \$13,000 Materials, Hardware, Software \$10,400 Transportation \$5,200
Provide an intervention and support program for English Learners and Redesignated FEP: Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL	Charter-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Professional Development \$20,800 Materials, Hardware and Software \$10,400 Certificated salaries and benefits \$41,600

<p>intervention program</p> <p>Small group teachers and labs for EL, ELA and mathematics</p>		<p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salaries and benefits \$141,500</p> <p>Classified wages and benefits \$47,800</p> <p>Curriculum Development \$73,600</p> <p>Professional Development \$1,100</p> <p>Materials, Hardware and Software \$36,400</p> <p>Facilities \$53,000</p> <p>Meals & Consumables \$3,800</p>
		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: School Facilities rating is Exemplary (Priority 1)
 Retention rate will increase (Priority 8)
 Attendance rate will be 85% or higher (Priority 5)
 Dropout rate will decrease (Priority 5)
 Suspension rate will be low (Priority 6)
 Expulsion rate will be low (Priority 6)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Student Retention Services personnel will provide intervention.</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Establish an integrated intervention/incentive system</p> <p>Provide transportation assistance</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified wages and benefits: SRS, tutors, others \$87,800</p> <p>Certificated salaries: counselors \$13,300</p> <p>Materials, hardware, softwares \$10,650</p> <p>Transportation \$5,300</p>
<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p> <p>Small group teachers and labs for EL, ELA and mathematics</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development \$21,300</p> <p>Materials, Hardware and Software \$10,650</p> <p>Certificated salaries and benefits \$42,500</p>

<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries and Benefits \$149,600</p> <p>Classified wages and Benefits \$50,000</p> <p>Curriculum Development \$78,300</p> <p>Professional Development \$1,100</p> <p>Materials, Hardware, Software \$38,000</p> <p>Facilities \$55,100</p> <p>Meals & Consumables \$4,000</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Increase credit completion.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 3 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 7 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need : Students that enroll are typically behind in their credits. Students need additional intervention and support to increase their performance and build up their credits towards graduation.

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:
 Increase number of credits completed (Priority 8)
 100% highly qualified staff (Priority 1)
 Increase English Learner reclassification rate (Priority 4)
 Graduation rate increases (Priority 5)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Read 180 teachers or literacy teachers Increase academic and social/emotional support services through additional counseling staff. Increase instructional access through addition staff services, tutors, etc. Establish an integrated intervention/incentive system Read 180 program and materials Provide transportation assistance	Charter-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated and Benefits teachers and counselors \$63,800 Classified tutors and others \$24,000 Material, Hardware, Software: Read 180 \$26,100 Transportation \$2,300

<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>Lab and small groups teachers for EL, ELA and mathematics</p> <p>EL Lead Teacher and Regional Support</p> <p>EL tutor support and clerical support</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salaries and benefits \$63,872</p> <p>Classified wages and benefits \$24,100</p> <p>Professional Development \$52,000</p> <p>Materials, Hardware, Software \$26,100</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Safe and secure facilities are required to maintain an</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salaries and benefits \$785,007</p> <p>Classified wages and benefits \$281,580</p> <p>Curriculum Development \$361,130</p> <p>Professional Development \$7,576</p> <p>Materials, Hardware, software - including assessments \$222,061</p> <p>Facilities \$305,237</p> <p>Meals & Consumables \$23,337</p>

<p>effective educational program.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Local Benchmarks and assessments for ELA, mathematics, science, and social science, including NWEA.</p>			
		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: Increase number of credits completed (Priority 8)
 100% highly qualified staff (Priority 1)
 Increase English Learner reclassification rate (Priority 4)
 Graduation rate increases (Priority 5)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Read 180 teachers or literacy teachers</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Establish an integrated intervention/incentive system</p> <p>Read 180 program and materials</p> <p>Provide transportation assistance</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salaries and benefits \$82,300</p> <p>Classified wages and benefits \$30,700</p> <p>Materials, Hardware, Software - including Read 180 \$33,500</p> <p>Transportation \$2,900</p>
<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>Lab and small groups teachers for EL, ELA and mathematics</p> <p>EL Lead Teacher and Regional Support</p> <p>EL tutor support and clerical support</p> <p>Provide professional development for certificated and classified staff to implement intervention program for</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salaries and benefits \$82,355</p> <p>Classified wages and benefits \$30,700</p> <p>Professional Development \$66,900</p> <p>Materials, Hardware, Software \$33,500</p>

<p>EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p>			
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Local Benchmarks and assessments for ELA, mathematics, science, and social science, including NWEA.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Certificated salaries and benefits \$823,491</p> <p>Classified wages and benefits \$278,271</p> <p>Curriculum Development \$428,119</p> <p>Professional Development \$6,490</p> <p>Facilitites \$319,970</p> <p>Materials, Hardware, Software - including assessments \$219,258</p> <p>Meals & Consumables \$22,857</p>
		<p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Increase number of credits completed (Priority 8)
 100% highly qualified staff (Priority 1)
 Increase English Learner reclassification rate (Priority 4)
 Graduation rate increases (Priority 5)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Read 180 teachers or literacy teachers</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Establish an integrated intervention/incentive system</p> <p>Read 180 program and materials</p> <p>Provide transportation assistance.</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salaries and benefits \$82,800</p> <p>Classified wages and benefits \$31,350</p> <p>Materials, Hardware, Software - including Read 180 \$34,200</p> <p>Transportation \$2,900</p>
<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>Lab and small groups teachers for EL, ELA and mathematics</p> <p>EL Lead Teacher and Regional Support</p> <p>EL tutor support and clerical support</p> <p>Provide professional development for certificated and classified staff to implement intervention program for</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salaries and benefits \$82,867</p> <p>Classified wages and benefits \$31,350</p> <p>Professional Developmnet \$68,300</p> <p>Materials, Hardware, Software \$34,200</p>

<p>EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p>			
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p> <p>Local Benchmarks and assessments for ELA, mathematics, science, and social science. NWEA</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries and benefits \$870,929</p> <p>Classified wages and benefits \$290,999</p> <p>Curriculum Development \$456,011</p> <p>Professional Development \$6,972</p> <p>Materials, Hardware, Software - including NWEA \$229,210</p> <p>Facilities \$332,702</p> <p>Meals & Consumables \$23,856</p>
<p>.</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Improve computer literacy/basic computer skills through completing an online course, using online resources embedded in curriculum.	Related State and/or Local Priorities: 1 2 3 4 5 6 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need : Students are expected to be prepared to enter the workforce and should have basic computer literacy. Students are encouraged to complete an online course to demonstrate their proficiency.

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:
 Online course completion rate will increase (Priority 8)
 Online course enrollment will increase (Priority 8)
 Online course available (Priority 7)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Lab and small group teachers for Online program Increase academic and social/emotional support services through additional counseling staff. Increase instructional access through addition staff services, tutors, etc. Establish an integrated intervention/incentive system Online program and materials, including computers and mobile devices Provide transportation assistance	Charter-wide	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated and Benefits \$59,000 Classified and Benefits \$9,150 Materials incentives \$2,000 Materials, Hardware, Software \$4,100 Transportation \$2,000

<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>EL tutor support and clerical support</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified and Benefits \$9,150</p> <p>Professional Development \$8,100</p> <p>Materials, Hardware, Software \$2,000</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p> <p>Educational materials are required to maintain an effective program.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated and benefits \$189,300</p> <p>Classified and benefits \$67,900</p> <p>Curriculum Development \$87,100</p> <p>Professional Development \$1,700</p> <p>Facilities \$71,000</p> <p>Materials, Hardware, Software \$51,600</p> <p>Meals & Consumables \$5,400</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	

		English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Online course completion rate will increase (Priority 8) Online course enrollment will increase (Priority 8) Online course available (Priority 7)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures										
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Lab and small group teachers for Online program Increase academic and social/emotional support services through additional counseling staff. Increase instructional access through addition staff services, tutors, etc. Establish an integrated intervention/incentive system Online program and materials, including computers and mobile devices Provide transportation assistance	Charter-wide	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	<table border="0" style="width: 100%;"> <tr> <td>Certificated and Benefits</td> <td align="right">\$75,500</td> </tr> <tr> <td>Classified and Benefits</td> <td align="right">\$11,700</td> </tr> <tr> <td>Materials for incentives</td> <td align="right">\$2,000</td> </tr> <tr> <td>Materials, Hardware, Software</td> <td align="right">\$6,400</td> </tr> <tr> <td>Transportation</td> <td align="right">\$2,600</td> </tr> </table>	Certificated and Benefits	\$75,500	Classified and Benefits	\$11,700	Materials for incentives	\$2,000	Materials, Hardware, Software	\$6,400	Transportation	\$2,600
Certificated and Benefits	\$75,500												
Classified and Benefits	\$11,700												
Materials for incentives	\$2,000												
Materials, Hardware, Software	\$6,400												
Transportation	\$2,600												

<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>EL tutor support and clerical support</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified and Benefits \$11,700</p> <p>Professional Development \$10,400</p> <p>Materials, Hardware, Software \$2,000</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p> <p>Educational materials are required to maintain an effective program.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated and Benefits \$198,600</p> <p>Classified and Benefits \$67,100</p> <p>Curriculum Development \$103,300</p> <p>Professional Development \$1,500</p> <p>Facilities \$74,500</p> <p>Materials, Hardware, Software \$51,000</p> <p>Meals & Consumables \$5,300</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Online course completion rate will increase (Priority 8) Online course enrollment will increase (Priority 8) Online course available (Priority 7)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures										
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Lab and small group teachers for Online program Increase academic and social/emotional support services through additional counseling staff. Increase instructional access through addition staff services, tutors, etc. Establish an integrated intervention/incentive system Online program and materials, including computers and mobile devices	Charter-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<table border="0" style="width: 100%;"> <tr> <td>Certificated and Benefits</td> <td align="right">\$77,200</td> </tr> <tr> <td>Classified and Benefits</td> <td align="right">\$11,950</td> </tr> <tr> <td>Materials - incentives</td> <td align="right">\$2,500</td> </tr> <tr> <td>Materials, Hardware, Software</td> <td align="right">\$5,600</td> </tr> <tr> <td>Transportation</td> <td align="right">\$2,700</td> </tr> </table>	Certificated and Benefits	\$77,200	Classified and Benefits	\$11,950	Materials - incentives	\$2,500	Materials, Hardware, Software	\$5,600	Transportation	\$2,700
Certificated and Benefits	\$77,200												
Classified and Benefits	\$11,950												
Materials - incentives	\$2,500												
Materials, Hardware, Software	\$5,600												
Transportation	\$2,700												

<p>Provide transportation assistance</p>			
<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>EL tutor support and clerical support</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified and Benefits \$11,950</p> <p>Professional Development \$10,600</p> <p>Materials, Hardware, Software \$2,500</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p> <p>Educational materials are required to maintain an effective program.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated and Benefits \$210,000</p> <p>Classified and Benefits \$70,200</p> <p>Curriculum Development \$109,900</p> <p>Professional Development \$1,600</p> <p>Facilities \$77,400</p> <p>Materials, Hardware, Software \$53,300</p> <p>Meals & Consumables \$5,600</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Improve college and career readiness.	Related State and/or Local Priorities: 1 2 <input checked="" type="checkbox"/> 3 4 5 6 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need : In order to thrive in today's economy, students are expected to be either college or career-ready. Increasing students' opportunities to engage in career-ready courses is fundamental to our mission.

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: Common core or ELD courses completed (Priority 2)
 Increase the number of students enrolling in Career Tech Ed or Career Ready Skills courses (Priority 7)
 Individual Learning Plans (Priority 8)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Lab and small group teachers for CTE program Increase academic and social/emotional support services through additional counseling staff. Increase instructional access through addition staff services, tutors, etc. Establish an integrated intervention/incentive system CTE program and materials Provide transportation assistance	Charter-wide	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated and Benefits \$40,700 Classified and Benefits \$8,150 Material - incentives \$2,000 Materials, Hardware, Software \$4,100 Transportation \$2,000

<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>EL tutor support and clerical support</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified and Benefits \$8,150</p> <p>Professional Development \$10,200</p> <p>Materials, Hardware, Software \$4,100</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Safe and secure facilities are required to maintain an effective educational program for CTE program</p> <p>Educational materials are required to maintain an effective program.</p> <p>Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including CTE. No Cost.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated and Benefits \$82,800</p> <p>Classified and Benefits \$29,700</p> <p>Curriculum Development \$38,100</p> <p>Professional Development \$800</p> <p>Facilities \$31,100</p> <p>Materials, Hardware, Software \$22,600</p> <p>Meals & Consumables \$2,400</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Common core or ELD courses completed (Priority 2) Increase the number of students enrolling in Career Tech Ed or Career Ready Skills courses (Priority 7) Individual Learning Plans (Priority 8)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Lab and small group teachers for CTE program	Charter-wide	_ All OR:	Certificated and Benefits \$52,100
		<input checked="" type="checkbox"/> Low Income pupils	Classified and Benefits \$10,400
		<input checked="" type="checkbox"/> English Learners	Materials - incentives \$2,000
		<input checked="" type="checkbox"/> Foster Youth	Materials, Hardware, Software \$5,500
		_ Redesignated fluent	Transportation \$2,600

<p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Establish an integrated intervention/incentive system</p> <p>CTE program and materials</p> <p>Provide transportation assistance</p>		<p>English proficient _ Other Subgroups: (Specify)</p>	
<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>EL tutor support and clerical support</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Classified and Benefits \$10,400</p> <p>Professional Development \$13,000</p> <p>Materials, Hardware, Software \$5,500</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Safe and secure facilities are required to maintain an effective educational program for CTE program</p> <p>Educational materials are required to maintain an</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Certificated and Benefits \$86,900</p> <p>Classified and Benefits \$29,400</p> <p>Curriculum Development \$45,200</p> <p>Professional Development \$700</p> <p>Facilities \$32,600</p> <p>Materials, Hardware, Software \$22,300</p> <p>Meals & Consumables \$2,300</p>

<p>effective program.</p> <p>Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including CTE. No Cost.</p>			
		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Common core or ELD courses completed (Priority 2)</p> <p>Increase the number of students enrolling in Career Tech Ed or Career Ready Skills courses (Priority 7)</p> <p>Individual Learning Plans (Priority 8)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Lab and small group teachers for CTE program</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent</p>	<p>Certificated and Benefits \$53,200</p> <p>Classified and Benefits \$10,650</p> <p>Materials - incentives \$2,500</p> <p>Materials, Hardware, Software \$5,400</p> <p>Transportation \$2,700</p>

<p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Establish an integrated intervention/incentive system</p> <p>CTE program and materials</p> <p>Provide transportation assistance</p>		<p>English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>EL tutor support and clerical support</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified and Benefits \$10,650</p> <p>Professional Development \$13,300</p> <p>Materials, Hardware, Software \$5,400</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Safe and secure facilities are required to maintain an effective educational program for CTE program</p> <p>Educational materials are required to maintain an</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated and Benefits \$91,800</p> <p>Classified and Benefits \$30,700</p> <p>Curriculum Development \$48,100</p> <p>Professional Development \$700</p> <p>Facilities \$33,800</p> <p>Materials, Hardware, Software \$23,400</p> <p>Meals & Consumables \$2,400</p>

effective program. Personalized Learning Plan credit completion rate based on a wide course of study using standards-aligned instructional materials.			
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Increase stakeholder involvement.	Related State and/or Local Priorities: 1 2 3 <input checked="" type="checkbox"/> 4 5 6 <input checked="" type="checkbox"/> 7 8 COE only: 9 10 Local : Specify
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Identified Need : Stakeholders are often not actively engaged in the school processes. Parents, students and staff are expected to increase their involvement through a variety of meaningful activities.

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: Stakeholder involvement will increase (Priority 3)
 Survey data will reveal high satisfaction (Priority 6)
 School communication will support engagement (Priority 3)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Establish partnerships and engage in outreach to community through community liaison and staff outreach. Development of a calendar of events. Communicate scheduled events. Open House and Award nights. Collect stakeholder input as measured by an annual survey. Develop baseline completion data. Communications for program	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certified wages and benefits \$28,600
			Classified wages and benefits \$10,300 Contracted Services -Communications \$13,200
Communication outreach and translation services in primary language by staff.	Charter-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Certified wages and benefits \$10,000 Classified wages and benefits \$5,000 Transportation \$500

<p>Transportation for those in need.</p>	<p><input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Stakeholder involvement will increase (Priority 3) Survey data will reveal high satisfaction (Priority 6) School communication will support engagement (Priority 3)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Establish partnerships and engage in outreach to community through community liaison and staff outreach.</p> <p>Development of a calendar of events.</p> <p>Communicate scheduled events.</p> <p>Open House and Award nights.</p> <p>Collect stakeholder input as measured by an annual survey. Develop baseline completion data.</p> <p>Communication of Program</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certified wages and benefits \$30,100</p> <p>Classified wages and benefits \$10,200</p> <p>Contracted Services -Communications \$15,600</p>
<p>Communication outreach and translation services in primary language by staff.</p> <p>Transportation for those in need.</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certified wages and benefits \$12,000</p> <p>Classified wages and benefits \$7,000</p> <p>Transportation \$600</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Stakeholder involvement will increase (Priority 3) Survey data will reveal high satisfaction (Priority 6) School communication will support engagement (Priority 3)</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Establish partnerships and engage in outreach to community through community liaison and staff outreach.</p> <p>Development of a calendar of events.</p> <p>Communicate scheduled events.</p> <p>Open House and Award nights.</p> <p>Collect stakeholder input as measured by an annual survey. Develop baseline completion data.</p> <p>Communications of program</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certified wages and benefits \$31,800</p> <p>Classified wages and benefits \$10,600</p> <p>Contracted Services -Communications \$16,600</p>
<p>Communication outreach and translation services in primary language by staff.</p> <p>Transportation for those in need.</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certified wages and benefits \$15,000</p> <p>Classified wages and benefits \$7,000</p> <p>Transportation \$600</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Increase student retention.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	Retention rate will increase by 2%. Dropout rates will decrease by 2%. Maintain a less than 2% suspension and expulsion rate. Maintain an 85% or higher attendance rate. Establish baseline data for chronic absenteeism rate.	Actual Annual Measurable Outcomes:	Retention rate 2015-2016:78.51% at 3rd quarter Dropout rate 2015-2016:0.58% at 3rd quarter Suspension and expulsion rate 2015-2016: 0 Attendance rate 2015-2016: 83.62% at 3rd quarter CDE has no chronic absenteeism rate for alternative programs.
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase academic and social/emotional support services.	Increase instructional access through additional staff (B1, B2, B3) LCFF \$33,000	<ul style="list-style-type: none"> • Hired additional teachers • Hired counselor • Hired Read 180 Teacher • Purchased Read 180 • Hired Retention Specialist (CWT) • Provided Bus Passes • Incentives and motivational programs at about \$5,000/ year 	Increase instructional access through additional staff (B1, B2, B3) LCFF \$33,416
	Increase academic and social/emotional support services through additional counseling staff (B1, B3) LCFF \$5,000		Increase academic and social/emotional support services through additional counseling staff (B1, B3) LCFF \$5,030
	Establish an integrated intervention system (B2, B3) LCFF \$8,000		Establish an integrated intervention system (B2, B3) LCFF \$8,289
	Community Welfare and Attendance Technician (B1, B3) LCFF \$4,000		Community Welfare and Attendance Technician (B1, B3) LCFF \$4,020
	Provide transportation assistance		Provide transportation assistance (B4)

	(B4) LCFF \$2,000	<ul style="list-style-type: none"> provided them snacks \$4,000 for the year Regional counselor attended Foster Youth training 	LCFF \$2,077
<p>Scope of Service Charterwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Provide an intervention and support program.	<p>Provide professional development for certificated and classified staff to implement intervention program. (B5) LCFF \$8,000</p> <p>Purchase materials, hardware and software for intervention program (B4) LCFF \$8,000</p>	<ul style="list-style-type: none"> Provided Staff Development PLC Provided EL Training Provided Orientation Training Purchased computers for Reading program 	<p>Provide professional development for certificated and classified staff to implement intervention program. (B5) LCFF \$8,093</p> <p>Purchase materials, hardware and software for intervention program (B4) LCFF \$8,036</p>
<p>Scope of Service Charterwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Track academic progress to ensure	Certificated and Classified (B1, B3)		Certificated and Classified (B1, B3)

<p>adequate support and achievement</p>	<p>(salary & benefits) LCFF \$4,000</p>	<ul style="list-style-type: none"> • Hired EL LEad Teacher <p>Hired additional classified and certificated staff</p> <ul style="list-style-type: none"> • Hired a fulltime counselor • All educational staff participated in a personalized learning plan training to develop per student Academic Action Plans (AAP) • Credit accrual monitored monthly to ensure adequate support per student • Developed a proactive social/emotional and academic mentoring program • Hired a Student Retention Specialist • Implemented semester academic conferences for all students and guardians • Implemented semester student recognition ceremonies 	<p>(salary & benefits) LCFF \$3,931</p>
<p>Scope of Service Charterwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English</p>	

proficient _ Other Subgroups: (Specify)		proficient _ Other Subgroups: (Specify)					
Provide a Highly Qualified Teaching staff. Support staff is required to maintain an effective educational program.	Certificated Staff (B1, B3) (salary & benefits) LCFF \$75,000 Classified Staff (B2, B3) (salary & benefits) LCFF \$15,000	<ul style="list-style-type: none"> • Hired additional certificated staff • Educational staff is 100% Highly Qualified • Hired additional tutorial staff • Tutorial staff hired with a minimum of a Bachelor's Degree • All courses are standards based and aligned • Professional learning is on-going and occurs regularly, including: content and pedagogical shifts of the Common Core State Standards (CCSS), online learning, Career Technical Education (CTE), intervention and literacy • Purchased materials, hardware and software for educational community, including: Plato online learning program, laptop devices and Read 180 and identiMetric. 	Certificated Staff (B1, B3) (salary & benefits) LCFF \$104,420 Classified Staff (B2, B3) (salary & benefits) LCFF \$45,592				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charterwide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Charterwide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charterwide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Charterwide	
Scope of Service	Charterwide						
Scope of Service	Charterwide						

<p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Educational materials are required to maintain an effective program.</p>	<p>Professional Development for certificated staff (B5) LCFF \$500.00</p> <p>Materials, hardware and software (B4) LCFF \$25,000</p> <p>Contracted Services & Communication LCFF \$20,000</p> <p>Meals & Consumables LCFF \$5,000</p>	<p>Staff trained on CCSS</p>	<p>Professional Development for certificated staff (B5) LCFF \$1,780</p> <p>Materials, hardware and software (B4) LCFF \$22,981</p> <p>Contracted Services & Communication LCFF \$20,018</p> <p>Meals & Consumables LCFF \$2,657</p>
<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Facilities \$25,000</p>	<ul style="list-style-type: none"> • Rented facilities for school site • All sites have fulltime security officers • All sites have identiMetric to track student activity • All sites have security cameras • All sites have safety designees • Safety designees participate in on-going specialized training and certifications including: ergonomics, and use of the EpiPen 	<p>Facilities \$38,159</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Local Benchmarks proficiency levels for ELA, mathematics, science, and social science.</p> <p>Statewide assessments in ELA and mathematics.</p>		<p>We implemented NWEA</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> • Hire additional school counselor to support retention, academic progress and social/emotional support • Interest in more one on one time between teachers and students • Interest in hiring more teachers and counselors • Interest in addressing social and emotional needs, Cal Mentors, • Interest in expanding extracurricular activities • Increase educational staff to support retention, academic progress and diverse programs • Hire a Student Mentor Manager to increase retention, academic progress and social/emotional support 		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Increase student completion rate of core academic requirements.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	CAHSEE pass rates will increase in ELA and mathematics by 2% English learner reclassification rates will increase by 2% Maintain 100% Highly Qualified Teacher status	Actual Annual Measurable Outcomes: CAHSEE is discontinued. English learner reclassification rates : 4% Highly Qualified Teacher status: 80%	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase academic and social/emotional support services.	Increase instructional access through additional staff (B1, B2, B3) LCFF \$50,666	<ul style="list-style-type: none"> • Hired additional classified and certificated staff. • Hired a fulltime counselor • Provided and purchased and trained staff on Read 180, developed a proactive social/emotional and academic mentoring program, • Hired a Student Retention Specialist • Purchased bus tokens and passes for all students 	Increase instructional access through additional staff (B1, B2, B3) LCFF \$51,304
	Increase academic and social/emotional support services through additional counseling staff (B1, B3) LCFF \$8,223		Increase academic and social/emotional support services through additional counseling staff (B1, B3) LCFF \$8,272
	Establish an integrated intervention system (B2, B3) LCFF \$17,103		Establish an integrated intervention system (B2, B3) LCFF \$17,720
	Community Welfare and Attendance Technician (B1, B3) LCFF \$9,059		Community Welfare and Attendance Technician (B1, B3) LCFF \$9,104
	Provide transportation assistance (B4) LCFF \$1,349		Provide transportation assistance (B4) LCFF \$1,401

Scope of Service	Charterwide	Scope of Service	Charterwide
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide an intervention and support program.</p>	<p>Provide professional development for certificated and classified staff to implement intervention program. (B5) LCFF \$25,625</p> <hr/> <p>Purchase materials, hardware and software for intervention program (B4) LCFF \$25,691</p>	<ul style="list-style-type: none"> Professional learning is on-going and occurs regularly, including: content and pedagogical shifts of the Common Core State Standards (CCSS), online learning, Career Technical Education (CTE), intervention and literacy Purchased materials, hardware and software for educational community, including: Plato online learning program, laptop devices and Read 180 and identiMetric. <p>ELD Lead</p> <ul style="list-style-type: none"> ELA Labs Read 180 Program Training for EL SDAIE strategies Training for staff on Foster Youth Training on crises intervention Hired additional classified and certificated staff. Provided and purchased and trained staff on Read 180, developed a proactive social/emotional and academic mentoring program, provided schoolwide professional learning on 	<p>Provide professional development for certificated and classified staff to implement intervention program. (B5) LCFF \$25,921</p> <hr/> <p>Purchase materials, hardware and software for intervention program (B4) LCFF \$25,807</p>

		<p>context for teaching and learning, ELA, social science and tutorial staff trained in Expository Reading and Writing Course (ERWC), tutorial staff participated in literacy training</p> <ul style="list-style-type: none"> Hired a Student Retention Specialist (formerly known as Community Welfare and Attendance Technician, CWAT) Regional counselor attended Foster Youth training 	
<p>Scope of Service Charterwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Track academic progress to ensure adequate support and achievement</p>	<p>Certificated and Classified (B1, B3) (salary & benefits) LCFF \$8,909</p>	<ul style="list-style-type: none"> Hired additional classified and certificated staff Hired a fulltime counselor All educational staff participated in a personalized learning plan training to develop per student Academic Action Plans (AAP) Credit accrual monitored monthly to ensure adequate support per student Developed a proactive 	<p>Certificated and Classified (B1, B3) (salary & benefits) LCFF \$8,756</p>

		<p>social/emotional and academic mentoring program</p> <ul style="list-style-type: none"> • Hired a Student Retention Specialist • Implemented semester academic conferences for all students and guardians • Implemented semester student recognition ceremonies 	
<p>Scope of Service Charterwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide a Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p>	<p>Certificated Staff (B1, B3) (salary & benefits) LCFF \$459,081</p> <p>Classified Staff (B2, B3) (salary & benefits) LCFF \$58,879</p>	<ul style="list-style-type: none"> • Educational staff is 100% Highly Qualified • Hired additional certificated staff • Hired additional tutorial staff • Tutorial staff hired with a minimum of a Bachelor's Degree 	<p>Certificated Staff (B1, B3) (salary & benefits) LCFF \$639,161</p> <p>Classified Staff (B2, B3) (salary & benefits) LCFF \$178,959</p>
<p>Scope of Service Charterwide</p>		<p>Scope of Service Charterwide</p>	

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Educational materials are required to maintain an effective program.</p>	<p>Professional Development for certificated staff: (B5) LCFF \$818</p> <hr/> <p>Materials, hardware and software (B4) LCFF \$105,625</p> <hr/> <p>Meals & Consumables LCFF \$25,106</p> <hr/> <p>Contracted Services & Communication LCFF \$197,306</p>	<ul style="list-style-type: none"> • Training for Common Core and ELD • Hired additional certificated staff • Educational staff is 100% Highly Qualified • Hired additional tutorial staff • Tutorial staff hired with a minimum of a Bachelor's Degree • All courses are standards based and aligned • Professional learning is on-going and occurs regularly, including: content and pedagogical shifts of the Common Core State Standards (CCSS), online learning, Career Technical Education (CTE), intervention and literacy • Purchased materials, hardware and software for educational community, including: Plato online learning program, laptop devices and Read 180 and identiMetric. 	<p>Professional Development for certificated staff: (B5) LCFF \$2,912</p> <hr/> <p>Materials, hardware and software (B4) LCFF \$94,902</p> <hr/> <p>Meals & Consumables LCFF \$13,343</p> <hr/> <p>Contracted Services & Communication LCFF \$197,479</p>
<p>Scope of Service Charterwide</p>		<p>Scope of Service Charterwide</p>	

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Facilities (B5) LCFF \$160,235</p>	<ul style="list-style-type: none"> • All sites have identiMetric to track student activity • All sites have security cameras • All sites have safety designees • Safety designees participate in on-going specialized training and certifications including: ergonomics, and use of the EpiPen • All sites have annual, monthly and as-needed safety and health trainings 	<p>Facilities (B5) LCFF \$244,574</p>
<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Personalized Learning Plan credit completion rate based on a wide course of study using standards-aligned instructional materials</p>	<p>Cost is included in teacher salary as part of their duties.</p>	<ul style="list-style-type: none"> • All course curriculum is standards-based and aligned • The program provides full "a-g" 	<p>Cost is included in teacher salary as part of their duties.</p>

		<p>course options</p> <ul style="list-style-type: none"> • Plato online core and elective courses are standards aligned and expand and enrich course offerings, including CTE options • Students have access to intervention supports, workshops, and field trips, enrichment programs and extra-curricular activities • Students have access to sports programs • Materials, hardware and software is purchased to support these program 	
<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Local Benchmarks proficiency levels for ELA, mathematics, science, and social science.</p> <p>Statewide assessments in ELA and mathematics.</p>	<p>Initial planning costs for development: (B5)</p> <p>Statewide Assessments are free at this point.</p>	<ul style="list-style-type: none"> • NWEA was used this year. <p>Educational staff has received on-going CCSS and Smarter Balanced Assessment Consortium (SBAC) professional development</p> <ul style="list-style-type: none"> • Educational staff is developing local benchmarks in ELA, mathematics, science, and social science courses 	<p>Initial planning costs for development: (B5)</p> <p>Statewide Assessments are free at this point.</p>

		<ul style="list-style-type: none"> On-going Let's Go Learn training and support 					
<table border="1"> <tr> <td>Scope of Service</td> <td>Charterwide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Charterwide		<table border="1"> <tr> <td>Scope of Service</td> <td>Charterwide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Charterwide	
Scope of Service	Charterwide						
Scope of Service	Charterwide						
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> Staff has expressed an interest in Saturday school Interest in additional Trauma Training Staff interested in common core training Staff would like more ELD training Hire additional school counselor to support retention, academic progress and social/emotional support Increase educational staff to support retention, academic progress and diverse programs Hire a Student Mentor Manager to increase retention, academic progress and social/emotional support 						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Students will obtain basic computer use skills and complete one online course.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	Develop an assessment to measure technology literacy.	Actual Annual Measurable Outcomes: Number of students enrolled in online course at 3rd quarter: 96 Percent completed at 3rd quarter: 34.38%	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase academic and social/emotional support services.	Increase instructional access through additional staff (B1, B2, B3) LCFF \$17,000	<ul style="list-style-type: none"> • More than 72% of our students taking an online course • 1.5 Online teachers • All tutors focus on supporting online program • 50% trained in online program • Hired additional classified and certificated staff. • Hired a fulltime counselor • Provided and purchased and trained staff on Read 180, developed a proactive social/emotional and academic mentoring program, provided a schoolwide trainings for Commercial Sexual Exploitation of Children, developed an intensive intervention program to support 	Increase instructional access through additional staff (B1, B2, B3) LCFF \$17,214
	Increase academic and social/emotional support services through additional counseling staff (B1, B3) LCFF \$4,000		Increase academic and social/emotional support services through additional counseling staff (B1, B3) LCFF \$4,024
	Establish an integrated intervention system 000 (B2, B3) LCFF \$5,000		Establish an integrated intervention system 000 (B2, B3) LCFF \$5,180
	Community Welfare and Attendance Technician (B1, B3) LCFF \$4,000		Community Welfare and Attendance Technician (B1, B3) LCFF \$4,020
	Provide transportation assistance (B4) LCFF \$1,000		Provide transportation assistance (B4) LCFF \$1,039

		<p>CAHSEE preparation, provided schoolwide professional learning on context for teaching and learning, ELA, social science and tutorial staff trained in Expository Reading and Writing Course (ERWC), tutorial staff participated in literacy training</p> <ul style="list-style-type: none"> Hired a Student Retention Specialist (formerly known as Community Welfare and Attendance Technician, CWAT) Purchased bus tokens and passes for all students 	
<p>Scope of Service Charterwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide an intervention and support program.</p>	<p>Provide professional development for certificated and classified staff to implement intervention program. (B5) LCFF \$4,000</p> <p>Purchase materials, hardware and software for intervention program (B4) LCFF \$4,000</p> <p>Meet AB167 guidelines LCFF</p>	<ul style="list-style-type: none"> Hired additional classified and certificated staff. Hired a fulltime counselor Provided and purchased and trained staff on Read 180, developed a proactive social/emotional and academic mentoring program, provided a schoolwide trainings for Commercial Sexual Exploitation of Children, developed an intensive 	<p>Provide professional development for certificated and classified staff to implement intervention program. (B5) LCFF \$4,046</p> <p>Purchase materials, hardware and software for intervention program (B4) LCFF \$4,018</p> <p>Meet AB167 guidelines LCFF</p>

		<p>intervention program to support CAHSEE preparation, provided schoolwide professional learning on context for teaching and learning, ELA, social science and tutorial staff trained in Expository Reading and Writing Course (ERWC), tutorial staff participated in literacy training</p> <ul style="list-style-type: none"> Hired a Student Retention Specialist (formerly known as Community Welfare and Attendance Technician, CWAT) Regional counselor attended Foster Youth training 	
<p>Scope of Service Charterwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Track academic progress to ensure adequate support and achievement</p>	<p>Certificated and Classified (B1, B3) (salary & benefits) LCFF \$8,000</p>	<ul style="list-style-type: none"> Hired additional classified and certificated staff Hired a fulltime counselor All educational staff participated in a personalized learning plan training to develop per student Academic Action Plans (AAP) Credit accrual monitored monthly to ensure adequate support per 	<p>Certificated and Classified (B1, B3) (salary & benefits) LCFF \$7,863</p>

		<p>student</p> <ul style="list-style-type: none"> • Developed a proactive social/emotional and academic mentoring program • Hired a Student Retention Specialist (formerly known as Community Welfare and Attendance Technician, CWAT) • Implemented semester academic conferences for all students and guardians • Implemented semester student recognition ceremonies 	
<p>Scope of Service Charterwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide a Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p>	<p>Certificated Staff: (B1, B3) (salary & benefits) LCFF \$75,000</p> <p>Classified Staff: (B2, B3) (salary & benefits) LCFF \$20,000</p>	<ul style="list-style-type: none"> • Hired additional certificated staff • Educational staff is 100% Highly Qualified • Hired additional tutorial staff • Tutorial staff hired with a minimum of a Bachelor's Degree • All courses are standards based and aligned 	<p>Certificated Staff: (B1, B3) (salary & benefits) LCFF \$104,420</p> <p>Classified Staff: (B2, B3) (salary & benefits) LCFF \$60,789</p>

		<ul style="list-style-type: none"> Professional learning is on-going and occurs regularly, including: content and pedagogical shifts of the Common Core State Standards (CCSS), online learning, Career Technical Education (CTE), intervention and literacy Purchased materials, hardware and software for educational community, including: Plato online learning program, laptop devices and Read 180 and identiMetric. 	
<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Educational materials are required to maintain an effective program.</p>	<p>Professional Development for certificated staff: (B5) LCFF \$500</p> <p>Materials, hardware and software: (B4) LCFF \$65,000</p> <p>Meals & Consumables LCFF \$5,000</p> <p>Contracted Services & Communications \$15,000</p>	<ul style="list-style-type: none"> All courses are standards based and aligned Professional learning is on-going and occurs regularly, including: content and pedagogical shifts of the Common Core State Standards (CCSS), online learning, Career Technical Education (CTE), intervention and literacy Purchased materials, hardware and software for educational 	<p>Professional Development for certificated staff: (B5) LCFF \$1,780</p> <p>Materials, hardware and software: (B4) LCFF \$92,612</p> <p>Meals & Consumables LCFF \$2,657</p> <p>Contracted Services & Communications LCFF \$15,013</p>

		community, including: Plato online learning program, laptop devices and Read 180 and identiMetric.					
<table border="1"> <tr> <td>Scope of Service</td> <td>Charterwide</td> </tr> </table>	Scope of Service	Charterwide		<table border="1"> <tr> <td>Scope of Service</td> <td>Charterwide</td> </tr> </table>	Scope of Service	Charterwide	
Scope of Service	Charterwide						
Scope of Service	Charterwide						
<p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>					
<p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Facilities: (B5) LCFF \$35,000</p>	<ul style="list-style-type: none"> • All sites have fulltime security officers • All sites have identiMetric to track student activity • All sites have security cameras • All sites have safety designees • Safety designees participate in on-going specialized training and certifications including: ergonomics, and use of the EpiPen • All sites have annual, monthly and as-needed safety and health trainings • All staff received Automatized External Defibrillators (AED) training 	<p>Facilities: (B5) LCFF \$53,422</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>Charterwide</td> </tr> </table>	Scope of Service	Charterwide		<table border="1"> <tr> <td>Scope of Service</td> <td>Charterwide</td> </tr> </table>	Scope of Service	Charterwide	
Scope of Service	Charterwide						
Scope of Service	Charterwide						

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop an assessment to measure technology literacy.</p>	<p>Initial cost for planning (B5)</p>	<ul style="list-style-type: none"> • Use of Plato assessment tool to measure technology literacy • Development of additional assessment tool to measure technology literacy 	<p>Initial cost for planning (B5)</p>
<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> • Staff expressed an interest in training for the the online program • Increase educational staff to support retention, academic progress and diverse programs • Hire a Student Mentor Manager to increase retention, academic progress, diverse programs and social/emotional support • Increase technology to support programs 		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Students will gain skills for college and career readiness.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	100% all long term students in all subgroups have an individualized learning plan that incorporates a CTE course. Establish a baseline of data for CTE course completion rates.	Actual Annual Measurable Outcomes: 100% all long term students in all subgroups have an individualized learning plan that incorporates a CTE course. Establish a baseline of data for CTE course completion rates: 50 enrolled as of 3rd quarter.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase academic and social/emotional support services.	Increase instructional access through additional staff (B1, B2, B3) LCFF \$13,000	<ul style="list-style-type: none"> Hired additional classified and certificated staff. Building up Online program Hired a fulltime counselor to be involve in building students' college aspirations Held College and Career Day – 25 partners, did breakout sessions giving students for a variety of skills and interests Mock Interivew day – with business partners! \$3,000 in food etc. Central Cal Partners hold workshops for kids to prepare them \$5,000 for lunches. Provided and purchased and trained staff on Read 180, 	Increase instructional access through additional staff (B1, B2, B3) LCFF \$13,164
	Increase academic and social/emotional support services through additional counseling staff (B1, B3) LCFF \$2,000		Increase academic and social/emotional support services through additional counseling staff (B1, B3) LCFF \$2,012
	Establish an integrated intervention system (B2, B3) LCFF \$5,000		Establish an integrated intervention system (B2, B3) LCFF \$5,180
	Community Welfare and Attendance Technician (B1, B3) LCFF \$3,000		Community Welfare and Attendance Technician (B1, B3) LCFF \$3,015
	Provide transportation assistance (B4) LCFF \$1,000		Provide transportation assistance (B4) LCFF \$1,039

		<p>developed a proactive social/emotional and academic mentoring program.</p> <ul style="list-style-type: none"> • Hired a Student Retention Specialist • Purchased bus tokens and passes for all students 	
<p>Scope of Service Charterwide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide an intervention and support program.</p>	<p>Provide professional development for certificated and classified staff to implement intervention program. (B5) LCFF \$5,000</p> <p>Purchase materials, hardware and software for intervention program (B4) LCFF \$5,000</p> <p>Meet AB167 guidelines LCFF</p>	<ul style="list-style-type: none"> • Hired additional classified and certificated staff. • Hired a fulltime counselor • Provided and purchased and trained staff on Read 180, developed a proactive social/emotional and academic mentoring program. • Hired a Student Retention Specialist. • Regional counselor attended Foster Youth training 	<p>Provide professional development for certificated and classified staff to implement intervention program. (B5) LCFF \$5,058</p> <p>Purchase materials, hardware and software for intervention program (B4) LCFF \$5,023</p> <p>Meet AB167 guidelines LCFF</p>
<p>Scope of Service Charterwide</p>		<p>Scope of Service Charterwide</p>	

<p><u> </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>		<p><u> </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>	
<p>Track academic progress to ensure adequate support and achievement</p>	<p>Certificated and Classified (B1, B3) (salary & benefits) LCFF \$5,000</p>	<ul style="list-style-type: none"> • Hired additional classified and certificated staff • Hired a fulltime counselor • All educational staff participated in a personalized learning plan training to develop per student Academic Action Plans (AAP) • Credit accrual monitored monthly to ensure adequate support per student • Developed a proactive social/emotional and academic mentoring program • Hired a Student Retention Specialist • Implemented semester academic conferences for all students and guardians • Implemented semester student recognition ceremonies 	<p>Certificated and Classified (B1, B3) (salary & benefits) LCFF \$4,914</p>
<p>Scope of Service Charterwide</p> <p><u> </u> All</p>		<p>Scope of Service Charterwide</p> <p><u> </u> All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide a Highly Qualified Teaching staff. Support staff is required to maintain an effective educational program.</p>	<p>Certificated Staff: (B1, B3) (salary & benefits) LCFF \$50,000 Classified Staff: (B, B3) (salary & benefits) LCFF \$10,000</p>	<ul style="list-style-type: none"> • CTE teacher is still to be • Educational staff is 100% Highly Qualified • Hired additional tutorial staff • Tutorial staff hired with a minimum of a Bachelor's Degree • All courses are standards based and aligned 	<p>Certificated Staff: (B1, B3) (salary & benefits) LCFF \$69,613 Classified Staff: (B, B3) (salary & benefits) LCFF \$30,394</p>
<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program. Educational materials are required to maintain an effective program.</p>	<p>Professional Development for certificated staff: (B5) LCFF \$500 Materials, hardware and software (B4) LCFF \$12,500 Meals & Consumables LCFF \$2,000 Contracted Services &</p>	<ul style="list-style-type: none"> • Professional learning is on-going and occurs regularly, including: content and pedagogical shifts of the Common Core State Standards (CCSS), online learning, Career Technical Education (CTE), intervention and literacy 	<p>Professional Development for certificated staff: (B5) LCFF \$1,780 Materials, hardware and software (B4) LCFF \$11,490 Meals & Consumables LCFF \$1,063 Contracted Services & Communications LCFF \$15,013</p>

	<p>Communications LCFF \$15,000</p>	<ul style="list-style-type: none"> Purchased materials, hardware and software for educational community, including: Plato online learning program, laptop devices and Read 180 and identiMetric. 	
<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Facilities: (B5) LCFF \$10,000</p>	<ul style="list-style-type: none"> All sites have fulltime security officers All sites have identiMetric to track student activity All sites have security cameras All sites have safety designees Safety designees participate in on-going specialized training and certifications including: ergonomics, and use of the EpiPen All sites have annual, monthly and as-needed safety and health trainings All staff received Automatized External Defibrillators (AED) training 	<p>Facilities: (B5) LCFF \$15,263</p>

Scope of Service Charterwide		Scope of Service Charterwide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
100% all long term students in all subgroups have an individualized learning plan that incorporates a CTE course.	Cost is included in teacher salary as part of their duties	<ul style="list-style-type: none"> • 100% of all students have an individualized learning plan • All incoming students will be enrolled into an online CTE course • A fulltime Regional CTE Coordinator has been hired • A fulltime Regional Online Coordinator has been hired • A fulltime site Online Teacher position is open • Plato training provided for all staff 	Cost is included in teacher salary as part of their duties
Scope of Service Charterwide		Scope of Service Charterwide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

- Interest in more counselors
- Student would like more help with interviewing
- Interest in acquiring additional CTE teachers and expanding the program
- Hire additional school counselor to support retention, academic progress, post-secondary planning and social/emotional support
- Increase educational staff to support retention, academic progress and diverse programs
- Hire a Student Mentor Manager to increase retention, academic progress and social/emotional support

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	Increase opportunities for stakeholder involvement.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	Development of a calendar of events. Communicate scheduled events. Gather baseline data of stakeholder participation rates as measured by sign-in sheets. Collect stakeholder input as measured by an annual survey. Develop baseline completion data.	Actual Annual Measurable Outcomes:	Baseline data for 2015-2016: Calendar completed 100% Communication completed 100% Stakeholder participation: <ul style="list-style-type: none"> • PAC was 7 for 2015-2016 • Awards Night was 312 for 2015-2016 • Parent Conference was 332 for 2015-2016 School survey was completed by 72 parents for 2015-2016
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Development of a calendar of events.	Certificated Salaries LCFF \$20,000	<ul style="list-style-type: none"> • Community Liason Mary Frances Green. We did a big hat day in Clovis. • Parent Newsletter • Google Voice • An annual schoolwide calendar of events has been developed • An annual schoolwide calendar of events has been published and is 	Certificated Salaries LCFF \$27,845
Communicate scheduled events.	Classified Salaries LCFF \$5,000		Classified Salaries LCFF \$15,197

		<p>available to school community</p> <ul style="list-style-type: none"> Scheduled events are communicated through multiple means including: All Call system, orientations, school newsletters, social media, postings, text messaging, home visits and mailings 	
<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Gather baseline data of stakeholder participation rates as measured by sign-in sheets</p> <p>Collect stakeholder input as measured by an annual survey. Develop baseline completion data.</p>	<p>Contracted Services & Communications LCFF \$7,000</p>	<ul style="list-style-type: none"> A system to collect stakeholder participation rates has been established and implemented Stakeholder feedback has been collected and a baseline established 	<p>Contracted Services & Communications LCFF \$7,006</p>
<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none">• Student would like the use of Google Voice as it increases communication.• Revise the enrollment process• Interest in having community liason advertising the program• Hire additional school counselor to support retention, academic progress, increase parent outreach and social/emotional support• Increase educational staff to support retention, academic progress and diverse programs		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$619,172</u>
Using the FCMAT LCFF calculator, Kings Valley Academy has calculated it will receive \$619,172 in Supplemental and Concentration funding under the Local Control Funding Formula. The details of these expenditures are itemized in section 3B of this plan. It includes additional counseling, mentoring, tutoring, and technology upgrades to serve our at-risk and mobile population.	

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

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

20.2 5	%
Kings Valley Academy has calculated it will receive \$619,172 in Supplemental and Concentration funding under the Local Control Funding Formula. Their proportional percentage has been calculated at 20.25% and they have demonstrated they have met the proportional percentage by spending all supplemental and concentration funds allocated, on services for the unduplicated student population as outlined in Section 2A.	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).