

**Introduction:****LEA:** River Springs Charter**Contact:** Amy Podratz, Assistant Superintendent of Operations, amy.podratz@springscs.org, (951)252-8850**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
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| <ul style="list-style-type: none"><li>• Stakeholder Committee: The stakeholder group helped to develop and refine goals based on the state priorities and chartering document. The Committee also assumed the role of data analysis and revisions in order to complete the document. After stakeholder feedback, the document was revised based on their input.</li><li>• Board/Community Training/Meetings: During this training the staff reminded the Board of the reasons for the LCAP document and the impact. During this presentation state priorities, charter vision, and stakeholder ideas were outlined.</li><li>• The Community-At-Large: (targeted to parents and students) were then given a narrative/training and asked for their feedback via an online survey.</li><li>• After the survey was complete, the Committee analyzed the data and changed the action plan per this feedback. The findings suggested that some of the actions needed to be further defined or have additional items. Findings also led to the removal or refinement of several actions/services. The committee used this feedback and revised the document. The feedback was presented to the Board during open session at the June meeting.</li></ul> | <ul style="list-style-type: none"><li>• The following items were added/edited based on stakeholder feedback: enrollment/retention of students, mathematics progress, increased engagement with Homeschool families through camps, a method to better communicate our uniqueness, encourage students to utilize college/career readiness programs, increased communication about technology availabilities, anti-bullying/behavior training for students (including conflict resolution), communication of supports for struggling learners, increased support for struggling learners, increase parent knowledge about common core, focus on school safety, assure access to technology, align high school courses with Canvas (LMS), and increase learning center offerings.</li></ul> |
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**Annual Update:**

- Revision Survey: An online survey was made available to all stakeholders via the Charter's website with an announcement asking for participation via Email (Daily Refreshment, staff and Principal list serves) and the website homepage. The survey was published for 12 weeks and consisted of giving feedback on each of the service provided under the goals. There was also an open-ended question asking for any other goals that should be included or general feedback. This survey had 846 participants.
- Principals Feedback: The Academy Principals and Homeschool Directors provide goals based on each action at the beginning of the fall semester. Near the end of the spring semester, these leaders are asked to evaluate their goal attainment and write a narrative describing findings.
- Board/Community Training/Meetings: The Board and any community members in attendance received briefings and bi-annual updates during open session. A full presentation with an interactive survey was conducted in May 2016 (see public meeting below). The Board received a final presentation in June for approval during public session.
- LCAP Committee: The Committee met quarterly to discuss LCAP implementation and goals. The Committee was also updated on the financial implications of the goals. In the winter of 2015 the Committee meeting also included refining goals. Business Services: If any expenditure correlated with an LCAP goal, the business team noted the expenditure by vendor, invoice number, amount, and goal. In doing this throughout the year, the final actual LCAP expenditures are easily calculated and prepared for external audit.

**Annual Update:**

- Based on the feedback from the Principals/Directors, Instructional Support Department members, Board members, community members, the LCAP Committee, and School Site Council, the annual update is created.
- With assistance from all of these stakeholder groups, a comprehensive update is developed. Further, the Committee uses data from the Business Department to ensure that actual expenditures are properly documented. The Annual Update is then presented to the Board in open session as part of the LCAP approval process.

**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).

**Actions/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?

<b>GOAL:</b>	<p><b>Goal 1:</b> Support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher/parent training on best practices.</p>	<p>Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 _6 X 7 X 8 Local: <u>Charter doc: 1 (p 4-5, 24-28); 2 (p 4-10, 19-22, 39-44); 3 (4-5, 24); 4 (p. 19-23, 41); 5 (3-5, 28-29); 7 (p. 5-21); 8 (p. 21-22)</u></p>
<b>Identified Need:</b>	<p>Need to support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher training on best practices.</p>	
<b>Goal Applies to:</b>	<p><b>Schools:</b> All</p> <p><b>Grades:</b> All</p>	

<b>Applicable Pupil Subgroups:</b> All			
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<b>Expected Outcome:</b> Ensure the Charter's curriculum progress and training through research-based best practices until 100% implemented. The Charter expects to keep CAASPP participation above 95%. The Charter will base academic performance on the State API calculated growth rate (once implemented). Until API implementation, the Charter will use CAASPP performance level data. The charter will increase EL proficiency and re-designation to meet or exceed the State's growth rate.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Refine the Common Core-based curriculum which incorporates modular units to scaffold and support all students, including struggling students who are in remote areas.</p> <p>Continue development of common core high school integrated courses into grade 11.</p> <p>Continue to develop additional instructional video lesson support to Middle School Math curriculum for grades 5 and 8.</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$620,000</p>
<p>Use CAASPP performance level data and API (once implemented) as a measure of student achievement by individual, school-wide, significant subgroup, and teacher. Increase student achievement by at least 3% or state API growth rate (once implemented).</p> <p>Other measurable assessments will include research-proven diagnostic, end-of-course, and benchmark exams. Each year review all assessment vehicles to ensure student achievement growth and quality and consistency of data.</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$3,000</p>

<p>Develop staff on Common Core implementation through five staff development/data day trainings each year.</p> <p>Further develop staff through four PLC days each year.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$70,000</p>
<p>Increase EL proficiency in both English-Language Arts/Literacy and mathematics by 5%, using performance level data, or state API growth rate (once implemented), through further staff development on EL/ELD best practices. Increase EL re-designation rate by 5% each year through the use of shadow courses, ELD designed curriculum, and i-Ready online diagnostic instruction.</p> <p>Create ELD "I Cans" for all grades to align to common core standards for grades K-3. Train staff during staff development days (noted above).</p>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$67,000</p>
<p>Present parent trainings on Common Core standards and best practices. Each training will be advertised through multiple outlets and done electronically, in large groups, in small group and/or one-to-one settings.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$58,000</p>

Develop, curate, provide, and train academy teachers on common core-based hands-on curriculum in grades K-8 ("make-it, take-it" workshops).	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$90,000
<b>LCAP Year 2</b>			
<b>Expected Annual Measurable Outcomes:</b>	Expected Outcome: Ensure the Charter's curriculum progress and training through research-based best practices until 100% implemented. The Charter expects to keep CAASPP participation above 95%. The Charter will base academic performance on the State API calculated growth rate (once implemented). Until API implementation, the Charter will use CAASPP performance level data. The charter will increase EL proficiency and re-designation to meet or exceed the State's growth rate.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Continue to refine the Common Core-based curriculum which incorporates modular units to scaffold and support <b>all</b> students, including struggling students who are in remote areas. Continue to develop common core high school integrated courses into grade 12.  Continue to develop additional instructional video lesson support to Middle School Math curriculum for grades 3 and 4.	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$600,000

<p>Continue to use CAASPP performance level data and API (once implemented) as a measure of student achievement by individual, school-wide, significant subgroup, and teacher. Increase student achievement by at least 3% or state API growth rate (once implemented).</p> <p>Other measurable assessments will include research-proven diagnostic, end-of-course, and benchmark exams. Each year review all assessment vehicles to ensure student achievement growth and quality and consistency of data.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,000</p>
<p>Develop staff on Common Core implementation through five staff development/data day trainings each year.</p> <p>Further develop staff through four PLC days each year.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$70,000</p>
<p>Increase EL proficiency in both English-Language Arts/Literacy and mathematics by 5%, using performance level data, or state API growth rate (once implemented), through further staff development on EL/ELD best practices. Increase EL re-designation rate by 5% each year through the use of shadow courses, ELD designed curriculum, and i-Ready online diagnostic instruction.</p> <p>Create ELD "I Cans" for all grades to align to common core standards for grades 4-6. Train staff during staff development days (noted above).</p>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$67,000</p>

<p>Present parent trainings on Common Core standards and best practices. Each training will be advertised through multiple outlets and done electronically, in large groups, in small group and/or one-to-one settings.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$53,000</p>
<p>Develop, curate, provide, and train academy teachers on common core-based hands-on curriculum in grades K-8 ("make-it, take-it" workshops). Analyze results, revise and train/re-train.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$30,000</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Expected Outcome: Ensure the Charter's curriculum progress and training through research-based best practices until 100% implemented. The Charter expects to keep CAASPP participation above 95%. The Charter will base academic performance on the State API calculated growth rate (once implemented). Until API implementation, the Charter will use CAASPP performance level data. The charter will increase EL proficiency and re-designation to meet or exceed the State's growth rate.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Continue to refine the Common Core-based curriculum which incorporates modular units to scaffold and support <b>all</b> students, including struggling students who are in remote areas. Continue to develop common core courses into grade 8.</p> <p>Continue to develop additional instructional video lesson support to Middle School Math curriculum for grades 1 and 2.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$580,000</p>

<p>Develop staff on Common Core implementation through five staff development/data day trainings each year.</p> <p>Further develop staff through four PLC days each year.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$70,000</p>
<p>Develop, curate, provide, and train academy teachers on common core-based hands-on curriculum in grades K-8 ("make-it, take-it" workshops). Analyze results, revise and train/retrain.</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$30,000</p>
<p>Increase EL proficiency in both English-Language Arts/Literacy and mathematics by 5%, using performance level data, or state API growth rate (once implemented), through further staff development on EL/ELD best practices. Increase EL re-designation rate by 5% each year through the use of shadow courses, ELD designed curriculum, and i-Ready online diagnostic instruction.</p> <p>Create ELD "I Cans" for all grades to align to common core standards for grades 7-8. Train staff during staff development days (noted above).</p>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$67,000</p>

<p>Present parent trainings on Common Core standards and best practices. Each training will be advertised through multiple outlets and done electronically, in large groups, in small group and/or one-to-one settings.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$53,000</p>
<p>Continue to use CAASPP performance level data and API (once implemented) as a measure of student achievement by individual, school-wide, significant subgroup, and teacher. Increase student achievement by at least 3% or state API growth rate (once implemented).</p> <p>Other measurable assessments will include research-proven diagnostic, end-of-course, and benchmark exams. Each year review all assessment vehicles to ensure student achievement growth and quality and consistency of data.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,000</p>



<b>GOAL:</b>	Goal 2: Increase the percentage of 3rd-8th grade students scoring proficient or advanced on school-wide standards- based assessments in English-Language Arts/Literacy and mathematics across all significant subgroups.		Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 X 6 X 7 X 8 Local:  Charter doc: 2 (p 4-10, 19-22, 39-44), 3 (p. 4-5, 24); 4 (p. 19-23, 41), 5 (3-5, 28-29); 6 (p. 3-5, 31); 7 (p. 5-21)	
<b>Identified Need:</b>	Need:Need to increase the percentage of 3rd-8th grade students scoring proficient on school-wide standards- based assessments in English-Language Arts/Literacy and mathematics across all significant subgroups.			
<b>Goal Applies to:</b>	<b>Schools:</b>	All  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	Expected Outcome: Annual progress of 5% as measured by performance level growth or API.			
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
	Increase the use of ST Math, Math XL, i-Ready (K-8), i-Ready diagnostic (K-8 and struggling 9-12), and other online programs by 5% to personalize learning and provide necessary support in math and English-language arts/literacy.	All  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$410,000

<p>Increase by 5% the number of 3rd-8th grade students scoring proficient or advanced on CAASPP through targeted assessments which are aligned to Common Core and Smarter Balance test item types.</p>	<p>All Grades: 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in previous action.</p>
<p>Analyze results and refine ELA and Math curricula and selection with RSP teacher to support designated students through targeted implementation. Increase communication between SAI, teacher/ES, and parent through at least one personalized planning meeting each year.</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,200</p>
<p>Annually revise Homeschool boxed sets pacing guides to include updates based on stakeholder feedback, ensure accuracy, and update writing performance tasks (including rubrics). Ensure each unit culminates with a graded writing activity.</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15,000</p>
<p>Ensure student familiarity with CAASPP assessment item types by revising the parent/student test prep resources and teacher training.</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p>

<p>With the pilot year complete, fully implement State Interim Assessments with all applicable teachers. Training will be completed during PLC days. Administrative team will train teachers using best practices, a mentor model from pilot group, and hands-on activities to ensure consistency in testing and grading across all levels</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in staff development goal.</p>
<p>Hire, train, and support instructional aides for all K-8th grade academy classrooms to support all students.  Specialized training will allow targeted instruction for students with disabilities, English Learners, and socio-economically disadvantaged students, and those students requiring MTSS/RTI support.</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,800,000</p>
<p><b>LCAP Year 2</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Expected Outcome: Annual progress of 5% as measured by performance level growth or API.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Increase the use of ST Math, Math XL, i-Ready (K-8), i-Ready diagnostic (K-8 and struggling 9-12), and other online programs by 5% to personalize learning and provide necessary support in math and English-language arts/literacy.</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$410,000</p>

<p>Increase by 5% the number of 3rd-8th grade students scoring proficient or advanced on CAASPP through targeted assessments which are aligned to Common Core and Smarter Balance test item types.</p>	<p>All Grades: 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in previous action.</p>
<p>Analyze results and refine ELA and Math curricula and selection with RSP teacher to support designated students through targeted implementation. Increase communication between SAI, teacher/ES, and parent through at least one personalized planning meeting each year.</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,200</p>
<p>Annually revise Homeschool boxed sets pacing guides to include updates based on stakeholder feedback, ensure accuracy, and update writing performance tasks (including rubrics). Ensure each unit culminates with a graded writing activity.</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p>
<p>Ensure student familiarity with CAASPP assessment item types by revising the parent/student test prep resources and teacher training. Survey stakeholders, analyze survey results and data, and revise as needed.</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p>

<p>With the pilot year complete, fully implement State Interim Assessments with all applicable teachers. Training will be completed during PLC days. Administrative team will train teachers using best practices, a mentor model from pilot group, and hands-on activities to ensure consistency in testing and grading across all levels. Analyze, refine, and retrain as needed.</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in staff development goal.</p>
<p>Hire, train, and support instructional aides for all K-8th grade academy classrooms to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, and socio-economically disadvantaged students, and those students requiring MTSS/RTI support. Survey stakeholders to assure that this action meets the needs of families; analyze results and refine as needed.</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,800,000</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Expected Outcome: Annual progress of 5% as measured by performance level growth or API.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Increase the use of ST Math, Math XL, i-Ready (K-8), i-Ready diagnostic (K-8 and struggling 9-12), and other online programs by 5% to personalize learning and provide necessary support in math and English-language arts/literacy.</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$410,000</p>

<p>Increase by 5% the number of 3rd-8th grade students scoring proficient or advanced on CAASPP through targeted assessments which are aligned to Common Core and Smarter Balance test item types.</p>	<p>All Grades: 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in previous action.</p>
<p>Analyze results and refine ELA and Math curricula and selection with RSP teacher to support designated students through targeted implementation. Increase communication between SAI, teacher/ES, and parent through at least one personalized planning meeting each year.</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,200</p>
<p>Annually revise Homeschool boxed sets pacing guides to include updates based on stakeholder feedback, ensure accuracy, and update writing performance tasks (including rubrics). Ensure each unit culminates with a graded writing activity.</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p>
<p>Ensure student familiarity with CAASPP assessment item types by revising the parent/student test prep resources and teacher training. Survey stakeholders, analyze survey results and data, and revise as needed.</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p>

<p>With the pilot year complete, fully implement State Interim Assessments with all applicable teachers. Training will be completed during PLC days. Administrative team will train teachers using best practices, a mentor model from pilot group, and hands-on activities to ensure consistency in testing and grading across all levels. Analyze, refine, and retrain as needed.</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in staff development goal.</p>
<p>Hire, train, and support instructional aides for all K-8th grade academy classrooms to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, and socio-economically disadvantaged students, and those students requiring MTSS/RTI support. Survey stakeholders to assure that this action meets the needs of families; analyze results and refine as needed.</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,800,000</p>

<b>GOAL:</b>	Goal 3: Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, A-G approved coursework and sequence, and improving EAP passing rates (exemptions).		Related State and/or Local Priorities: X 1 _2 _3 X 4 X 5 X 6 X 7 X 8 Local:  Charter doc: 1 (p 4-5, 24-28); 4 (p. 19-23, 41), 5 (3-5, 28-29); 6 (p. 3-5, 31); 7 (p. 5-21); 8 (p. 21-22)
<b>Identified Need:</b>	Need: Need to support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, A-G approved coursework and sequence, and improving EAP passing rates (exemptions).		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
		Grades: 9th, 10th, 11th, 12th	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	Expected Outcome: Support college and career readiness for all students in grades 9-12 by increasing enrollment and successful completion of: CTE courses by 5%, A-G approved coursework and sequence by 5%, dual enrollment by 3%, Golden State Merit Diploma by 3%, SAT by 5%, Advanced Placement to meet or exceed state averages, and EAP passing exemptions by 5%.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
To increase college/career-readiness, the charter will further develop and advertise course offerings in the areas of Career-Technical Education (CTE) and internships. The goal is to maximize CTE articulated pathway offerings and increase internship participation among our high school students. The charter will advertise concurrent and/or dual enrollment opportunities to all high school students. The charter will increase participation in these areas by 5% through additional advertising, increased counselor support, and varied options.	All  Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$400,000



Analyze and revise the CSU Expository Reading and Writing Course (ERWC) for grades 11 and 12 for EAP conditionally-passed students. Annually train applicable teachers using best practices. Move course to new learning management system (Canvas).	All schools. Grades: 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000
Increase EAP exemption rate by 5% through multi-tiered teaching approaches.	All Grades: 9th, 10th, 11th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Included in staff development goal.
Ensure teachers are credentialed in content areas, per independent study guidelines.	All Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$43,000
Submit to Regents one new A-G course, based on need/interest	All Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000

<p>Advertise Golden State Merit Diploma by advertising to all families through at least 3 delivery methods.</p>	<p>All Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500</p>
<p>Increase participation in SAT by 5% each year through increased marketing of minimally 3 delivery methods to all 10th and 11th grade students. Meet or exceed the State's passing rate (1500 or above).</p>	<p>All Grades: 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500</p>
<p><b>LCAP Year 2</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Continue to support college and career readiness for all students in grades 9-12 by increasing enrollment and successful completion of: CTE courses by 5%, A-G approved coursework and sequence by 5%, dual enrollment by 3%, Golden State Merit Diploma by 3%, SAT by 5%, Advanced Placement to meet or exceed state averages, and EAP passing exemptions by 5%.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>To increase college/career-readiness, the charter will further develop and advertise course offerings in the areas of Career-Technical Education (CTE) and internships. The goal is to maximize CTE articulated pathway offerings and increase internship participation among our high school students. The charter will advertise concurrent and/or dual enrollment opportunities to all high school students. The charter will increase participation in these areas by 5% through additional advertising, increased counselor support, and varied options.</p>	<p>All Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$400,000</p>
<p>Analyze and revise the CSU Expository Reading and Writing Course (ERWC) for grades 11 and 12 for EAP conditionally-passed students. Annually train applicable teachers using best practices. Move course to new learning management system (Canvas).</p>	<p>All schools. Grades: 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p>
<p>Increase EAP exemption rate by 5% through multi-tiered teaching approaches.</p>	<p>All Grades: 9th, 10th, 11th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in staff development goal.</p>

<p>Ensure teachers are credentialed in content areas, per independent study guidelines.</p>	<p>All Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$43,000</p>
<p>Submit to Regents one new A-G course, based on need/interest</p>	<p>All Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p>
<p>Advertise Golden State Merit Diploma by advertising to all families through at least 3 delivery methods.</p>	<p>All Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500</p>
<p>Increase participation in SAT by 5% each year through increased marketing of minimally 3 delivery methods to all 10th and 11th grade students. Meet or exceed the State's passing rate (1500 or above).</p>	<p>All Grades: 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	Continue to support college and career readiness for all students in grades 9-12 by increasing enrollment and successful completion of: CTE courses by 5%, A-G approved coursework and sequence by 5%, dual enrollment by 3%, Golden State Merit Diploma by 3%, SAT by 5%, Advanced Placement to meet or exceed state averages, and EAP passing exemptions by 5%.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
To increase college/career-readiness, the charter will further develop and advertise course offerings in the areas of Career-Technical Education (CTE) and internships. The goal is to maximize CTE articulated pathway offerings and increase internship participation among our high school students. The charter will advertise concurrent and/or dual enrollment opportunities to all high school students. The charter will increase participation in these areas by 5% through additional advertising, increased counselor support, and varied options.	All Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$400,000
Analyze and revise the CSU Expository Reading and Writing Course (ERWC) for grades 11 and 12 for EAP conditionally-passed students. Annually train applicable teachers using best practices. Move course to new learning management system (Canvas).	All schools. Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000
Increase EAP exemption rate by 5% through multi-tiered teaching approaches.	All Grades: 9th, 10th, 11th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Included in staff development goal.

Ensure teachers are credentialed in content areas, per independent study guidelines.	All Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$43,000
Submit to Regents one new A-G course, based on need/interest	All Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000
Advertise Golden State Merit Diploma by advertising to all families through at least 3 delivery methods.	All Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$500
Increase participation in SAT by 5% each year through increased marketing of minimally 3 delivery methods to all 10th and 11th grade students. Meet or exceed the State's passing rate (1500 or above).	All Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$500

<b>GOAL:</b>	Goal 4: Improve student safety and school culture.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 X6 _7 _8 Local:  Charter doc: 1 (p 4-5, 24-28); 6 (p. 3-5, 31)
<b>Identified Need:</b>	Need to improve student safety and school culture.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	Expected Outcome: All school facilities will be upgraded to an internal ranking of level 3. All resource center attendees will receive school safety and security training each year.		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
			<b>Budgeted Expenditures</b>
	Facility security and maintenance will be prioritized through the internal evaluation system with all facilities being 100% compliant (level 3 security) by 2017.	All  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
			\$550,000

<p>Increase bullying prevention program by presenting information two times per year at each resource center to include campus safety and dangerous objects on campus. Market the presentations to all families. Ensure follow through with campus-wide activities of choice.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$35,000</p>	
<p>Implement a comprehensive charter-wide social-emotional program at all academy programs.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$50,000</p>	
<p><b>LCAP Year 2</b></p>				
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Expected Outcome: All school facilities will be upgraded to an internal ranking of level 3. All resource center attendees will receive school safety and security training each year.</p>			
<p><b>Actions/Services</b></p>		<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Facility security and maintenance will be prioritized through the internal evaluation system with all facilities remaining 100% compliant with increased security measures as facility and stakeholder needs change.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$550,000</p>	



<p>Continue bullying prevention program by presenting information two times per year at each resource center to include campus safety and dangerous objects on campus. Market the presentations to all families. Ensure follow through with campus-wide activities of choice.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$35,000</p>	
<p>Implement a comprehensive charter-wide social-emotional program at all academy programs.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$50,000</p>	
<p><b>LCAP Year 3</b></p>				
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Expected Outcome: All school facilities will be upgraded to an internal ranking of level 3. All resource center attendees will receive school safety and security training each year.</p>			
<p><b>Actions/Services</b></p>		<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Facility security and maintenance will be prioritized through the internal evaluation system with all facilities remaining 100% compliant with increased security measures as facility and stakeholder needs change.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$550,000</p>	

<p>Continue bullying prevention program by presenting information two times per year at each resource center to include campus safety and dangerous objects on campus. Market the presentations to all families. Ensure follow through with campus-wide activities of choice.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$ 35,000</p>
<p>Continue to implement a comprehensive charter-wide social-emotional program at all academy programs.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$50,000</p>

<b>GOAL:</b>	Goal 5: Increase course access and student engagement by utilizing 21st-century tools, resources, and materials.		Related State and/or Local Priorities: X 1 _2 _3 X4 X5 _6 X7 X8 Local:  Charter doc: 1 (p 4-5, 24-28); 4 (p. 19-23, 41), 5 (3-5, 28-29); 7 (p. 5-21); 8 (p. 21-22)
<b>Identified Need:</b>	Need to increase course access and student engagement by utilizing 21st century tools, resources and materials.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	Expected Outcome: 100% of students will be able to access needed curricular materials on demand. 100% of students in grades K-12 will be exposed to computer literacy opportunities.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs.</p> <p>Increase access time in Academy programs. Homeschool program offers 1:1 in grades TK-12.</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$250,000</p>

Move 11th grade Core courses from Moodle to Canvas to increase participation. Ensure Canvas is updated regularly to have updated links/content.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$25,000
Add two additional online CTE course offerings to increase participation and computer literacy.	All Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$40,000
Train all staff on educational technology (Ed Tech) tools at least two times each year to ensure quality use of technology resources. Ensure staff have specific training on how to teach students to utilize technology resources.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Included in staff development goal.
Continue to provide and revise online resources (Live Binder) to students for developing 21st century skills such as computer literacy.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$18,000
<b>LCAP Year 2</b>			

<b>Expected Annual Measurable Outcomes:</b>	100% of students will be able to access needed curricular materials on demand. 100% of students in grades 3-10 will be exposed to computer literacy opportunities.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs.</p> <p>Increase access time in Academy programs. Homeschool program offers 1:1 in grades TK-12.</p>	All  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$250,000
<p>Move 12th grade Core courses from Moodle to Canvas to increase participation. Ensure Canvas is updated regularly to have updated links/content.</p>	All  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$25,000
<p>Add two additional online CTE course offerings to increase participation and computer literacy.</p>	All  Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$40,000

<p>Continue to train/update all staff on educational technology (Ed Tech) tools at least two times each year to ensure quality use of technology resources. Ensure staff have specific training on how to teach students to utilize technology resources.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in staff development goal.</p>	
<p>Continue to provide and revise online resources (Live Binder) to students for developing 21st century skills such as computer literacy.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$18,000</p>	
<p><b>LCAP Year 3</b></p>				
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>100% of students will be able to access needed curricular materials on demand. 100% of students in grades 3-10 will be exposed to computer literacy opportunities.</p>			
<p><b>Actions/Services</b></p>		<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs.  Increase access time in Academy programs. Homeschool program offers 1:1 in grades TK-12.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$250,000</p>	

Full transition of all courses / content in all grade levels moved to Canvas.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$25,000
Add two additional online CTE course offerings to increase participation and computer literacy.	All Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$40,000
Continue to train/update all staff on educational technology (Ed Tech) tools at least two times each year to ensure quality use of technology resources. Ensure staff have specific training on how to teach students to utilize technology resources.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Included in staff development goal.
Continue to provide and revise online resources (Live Binder) to students for developing 21st century skills such as computer literacy.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$18,000

<b>GOAL:</b>	Goal 6: Increase support for struggling students.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 _6 _7 _8 Local:  Charter doc: 1 (p 4-5, 24-28); 2 (p 4-10, 19-22, 39-44), 3 (p. 4-5, 24); 4 (p. 19- 23, 41), 5 (3-5, 28-29)
<b>Identified Need:</b>	Need: Need to ensure struggling students are identified across all significant subgroups and need dedicated resources to increase their achievement.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	Expected Outcome: Continue to develop 100% of Principals on best practices from urban school group with specified training for four. Continue to refine RSP tool box and use with 100% of SWDs. Reach 100% of identified at-risk students with MTSS process by 2017. Ensure 100% of foster, EL, and low income students have access to technology while off-site. Re-structure Math Path for 100% of designated students		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Continue to contract with an established, highly successful group who study successful urban (Socio-economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Directors to develop and support best practices with these particular subgroups. Selected charter staff person will also be a part of the training and learn the support systems in order to ensure continuity and longevity of the program.	All  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$40,000



RTI/MTSS coordinator will work school-wide to implement best practices and personalized learning for all students as part of Tier 1 support.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$30,000
Continually revise curricula and processes of Math Path program. Analyze results each year as a part of the continuous improvement process.	All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$20,000
Continue integration and collaboration among Special Education, general education, and parents through revised meeting schedule, shared resources, and parent training. Develop a multi-tiered support model including Special Education providers, counselors, general education teachers, instructional aides, and other specialists to support push-in classroom delivery of SAI and other supports	All Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	\$25,000
Continue to provide MiFi (portable WiFi service) to foster, EL, and low-income students in order to access technology and resources when not at a resource center.	All Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	\$24,000
<b>LCAP Year 2</b>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Continue to develop 100% of Principals on best practices from urban school group with specified training for four. Continue to refine RSP tool box and use with 100% of SWDs. Reach 100% of identified at-risk students with MTSS process by 2017. Ensure 100% of foster, EL, and low income students have access to technology while off-site. Re-structure Math Path for 100% of designated students</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Continue to contract with an established, highly successful group who study successful urban (Socio-economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Directors to develop and support best practices with these particular subgroups. Selected charter staff person will also be a part of the training and learn the support systems in order to ensure continuity and longevity of the program.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$40,000</p>
<p>RTI/MTSS coordinator will work school-wide to implement best practices and personalized learning for all students as part of Tier 1 support.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$30,000</p>
<p>Continually revise curricula and processes of Math Path program. Analyze results each year as a part of the continuous improvement process.</p>	<p>All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000</p>

Continue integration and collaboration among Special Education, general education, and parents through revised meeting schedule, shared resources, and parent training. Develop a multi-tiered support model including Special Education providers, counselors, general education teachers, instructional aides, and other specialists to support push-in classroom delivery of SAI and other supports	All Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$25,000
Continue to provide MiFi (portable WiFi service) to foster, EL, and low-income students in order to access technology and resources when not at a resource center.	All Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	\$24,000
<b>LCAP Year 3</b>			
<b>Expected Annual Measurable Outcomes:</b>	Continue to develop 100% of Principals on best practices from urban school group with specified training for four. Continue to refine RSP tool box and use with 100% of SWDs. Reach 100% of identified at-risk students with MTSS process by 2017. Ensure 100% of foster, EL, and low income students have access to technology while off-site. Re-structure Math Path for 100% of designated students.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Continue to contract with an established, highly successful group who study successful urban (Socio-economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Directors to develop and support best practices with these particular subgroups. Selected charter staff person will also be a part of the training and learn the support systems in order to ensure continuity and longevity of the program.	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$40,000

RTI/MTSS coordinator will work school-wide to implement best practices and personalized learning for all students as part of Tier 1 support.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$30,000
Continually revise curricula and processes of Math Path program. Analyze results each year as a part of the continuous improvement process.	All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$20,000
Continue integration and collaboration among Special Education, general education, and parents through revised meeting schedule, shared resources, and parent training. Develop a multi-tiered support model including Special Education providers, counselors, general education teachers, instructional aides, and other specialists to support push-in classroom delivery of SAI and other supports	All Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	\$25,000
Continue to provide MiFi (portable WiFi service) to foster, EL, homeless and low-income students in order to access technology and resources when not at a resource center.	All Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	\$24,000

<b>GOAL:</b>	Continue to support parent choice and personalized learning.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 _5 X 6 _7 _8 Local:  Charter doc: 1 (p 4-5, 24-28); 2 (p 4-10, 19-22, 39-44), 3 (p. 4-5, 24); 4 (p. 19- 23, 41), 6 (p. 3-5, 31)
<b>Identified Need:</b>	Need to support parent choice and personalized learning.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	The Charter will continue to support parent choice and personalized learning for 100% of students through keeping alignment with the charter where it states “parents will be the primary educator for their child.” The Charter will annually publish attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates, suspension rates, and expulsion rates via the School Accountability Report Card (SARC) on the charter’s website. Since the Charter is independent study, measurable outcomes for these items will include increasing resource center attendance by 3% each year, maintaining attendance rates above county averages, decreasing middle school and high school dropout rates and graduation rates by 1% accountability measure growth each year. The charter will keep suspension and expulsion rates under county averages.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Increase resource center attendance by 3% through stakeholder surveys and advertise advantages to parents through the website and intake process.	All  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$23,000

<p>The charter will maintain attendance rates above county averages. The charter will decrease middle school and high school dropout rates and graduation rates by accountability measure growth each year through adequate progress process, student involvement in goal setting, personalized learning process, interest choices, student engagement methods, PLC program to develop teachers in methods of personalization, and teacher training in best practices</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100,000</p>
<p>The charter will continue to keep suspension and expulsion rates under county averages by focused efforts on campus safety and student engagement.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in previous action/service.</p>
<p>Continue to develop a Springs' Personalized Learning continuum and learning rubric. Continue to train staff on developing personalized learning plans related to the continuum and the implementation of PL in a variety of settings.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in previous action/service.</p>
<p>Increase options for parent choice through an improved Homeschool student package and a full marketing/advertising campaign. Collaborate with homeschool staff on continued marketing of program's personalized learning options.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,000,000</p>

<p>Develop and implement a coordinated communication plan which promotes and informs parents of all of the varied options at the Charter. Ensure any interested parents are aware of all offerings and best uses.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$200,000</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Expected Outcome: The Charter will continue to support parent choice and personalized learning for 100% of students through keeping alignment with the charter where it states “parents will be the primary educator for their child.” The Charter will annually publish attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates, suspension rates, and expulsion rates via the School Accountability Report Card (SARC) on the charter’s website. Since the Charter is independent study, measurable outcomes for these items will include increasing resource center attendance by 3% each year, maintaining attendance rates above county averages, decreasing middle school and high school dropout rates and graduation rates by 1% accountability measure growth each year. The charter will keep suspension and expulsion rates under county averages.</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Increase resource center attendance by 3% through stakeholder surveys and advertise advantages to parents through the website and intake process.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$23,000</p>

<p>The charter will maintain attendance rates above county averages. The charter will decrease middle school and high school dropout rates and graduation rates by accountability measure growth each year through adequate progress process, student involvement in goal setting, personalized learning process, interest choices, student engagement methods, PLC program to develop teachers in methods of personalization, and teacher training in best practices</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100,000</p>
<p>The charter will continue to keep suspension and expulsion rates under county averages by focused efforts on campus safety and student engagement.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in previous action/service.</p>
<p>Continue to develop a Springs' Personalized Learning continuum and learning rubric. Continue to train staff on developing personalized learning plans related to the continuum and the implementation of PL in a variety of settings.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in previous action/service.</p>
<p>Continue to increase options for parent choice through an improved Homeschool student package and a full marketing/advertising campaign. Collaborate with homeschool staff on continued marketing of program's personalized learning options. Collaborate with staff to develop ideas and communication on parent choice options.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,000,000</p>



<p>Continue with communication plan which promotes and informs parents of all of the varied options at the Charter. Ensure any interested parents are aware of all offerings and best uses.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$200,000</p>
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**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Expected Outcome: The Charter will continue to support parent choice and personalized learning for 100% of students through keeping alignment with the charter where it states “parents will be the primary educator for their child.” The Charter will annually publish attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates, suspension rates, and expulsion rates via the School Accountability Report Card (SARC) on the charter’s website. Since the Charter is independent study, measurable outcomes for these items will include increasing resource center attendance by 3% each year, maintaining attendance rates above county averages, decreasing middle school and high school dropout rates and graduation rates by 1% accountability measure growth each year. The charter will keep suspension and expulsion rates under county averages.</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Increase resource center attendance by 3% through stakeholder surveys and advertise advantages to parents through the website and intake process.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$23,000</p>

<p>The charter will maintain attendance rates above county averages. The charter will decrease middle school and high school dropout rates and graduation rates by accountability measure growth each year through adequate progress process, student involvement in goal setting, personalized learning process, interest choices, student engagement methods, PLC program to develop teachers in methods of personalization, and teacher training in best practices</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100,000</p>
<p>The charter will continue to keep suspension and expulsion rates under county averages by focused efforts on campus safety and student engagement.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in previous action/service.</p>
<p>Continue to develop a Springs' Personalized Learning continuum and learning rubric. Continue to train staff on developing personalized learning plans related to the continuum and the implementation of PL in a variety of settings. Analyze progress, review, and update as needed.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in previous action/service.</p>
<p>Continue to increase options for parent choice through an improved Homeschool student package and a full marketing/advertising campaign. Collaborate with homeschool staff on continued marketing of program's personalized learning options. Collaborate with staff to develop ideas and communication on parent choice options.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,000,000</p>

<p>Continue with communication plan which promotes and informs parents of all of the varied options at the Charter. Ensure any interested parents are aware of all offerings and best uses.</p>	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>\$200,000</p>
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## 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?

<b>Original Goal from prior year LCAP:</b>	Support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher training on best practices,			Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 _8 Local:	
Goal Applies to:	Schools:	All			
	Grades:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Need to support transition to Common Core Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher training on best practices.		Actual Annual Measurable Outcomes:	The Charter completed, or progressed toward completion, on every action/service within this goal	
<b>LCAP Year: 2015-16</b>					
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>		
		<b>Budgeted Expenditures</b>			<b>Estimated Actual Annual Expenditures</b>
Refine the Common Core-based curriculum which incorporates modular units to scaffold and support <b>all</b> students, including struggling students who are in remote areas. Continue development of common core high school integrated courses into grade 10. Develop instructional video lesson support to Middle School Math curriculum.		250,000	Grade 10 completed.		\$620,007
<b>Scope of service:</b>	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Use CAASPP baseline data (once available) and API as a measure of student achievement by individual, school-wide, significant subgroup, and teacher. Increase student achievement by at least the state API growth rate. Other measurable assessments will include research-proven diagnostic, end-of-course, and benchmark exams. Each year review all assessment vehicles to ensure student achievement growth and quality and consistency of data. Adopt thematic integrated Curriculum in grades K-8		\$101,250	CAASPP baseline established. Charter is awaiting 2015-16 results.		\$80,000 - more invoices forthcoming.
<b>Scope of service:</b>	All  Grades: All		Scope of service:	All  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Develop staff on Common Core implementation through five staff development/data/PLCs trainings each year.		\$65,250	Completed.		\$69,612

<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Increase EL proficiency in both English-Language Arts/Literacy and mathematics by 5%, or state API growth rate, through further staff development on EL best practices. Increase EL re-designation rate by 5% each year through the use of shadow courses and i-Ready online diagnostic instruction.  Create ELD "I Cans" for all grades (K-12) and align to common core standards. Train staff four times a year on implementation of ELD for ELLs.		\$66,000	Baseline data established. Appropriate staff was trained on ELD best practices and common core standards. ELD specialists worked with teachers and developed individualized student achievement plans for ELs. School-wide EL ICans were discussed in committee and will be created in 2016-17.	\$66,168	
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Create and present three parent trainings per year on Common Core standards and best practices. Each training will be advertised through multiple outlets.		\$25,000	Trainings completed. Homeschool completed these trainings through the following means: annual parent conference, at SPREE events, and 1:1 with their ES. Academies used a variety of means based on their stakeholders.		\$57,898
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>		The charter met all of the goals in this area, is moving toward meeting the goals, or is waiting for assessment scores. All areas were within budget guidelines except the purchase of common core curriculum by Homeschool families using flex funds.			



<b>Original Goal from prior year LCAP:</b>	Increase the percentage of K-8th grade students scoring proficient or advanced on school-wide standards- based assessments in English-Language Arts/Literacy and mathematics across all significant subgroups.			Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 X 6 X 7 _8 Local:	
Goal Applies to:	Schools:	All			
	Grades:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Annual progress of 5% as measured by API.		Actual Annual Measurable Outcomes:	The Charter completed, or progressed toward completion, on every action/service within this goal.	
<b>LCAP Year: 2015-16</b>					
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>		
		<b>Budgeted Expenditures</b>			<b>Estimated Actual Annual Expenditures</b>
Enhance the use of ST Math, Math XL, i-Ready, and other online programs to personalize learning and provide necessary support in math and English-language arts/literacy.		\$298,000	Completed. All K-8 students and struggling grade 9-12 students used these curricula to personalize learning.		\$408,618
<b>Scope of service:</b>	All Grades: All		Scope of service:	All Grades: All	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Increase by 5% the number of 3rd-8th grade students scoring proficient or advanced on CAASPP through targeted assessments which are aligned to Common Core and Smarter Balance test item types.</p>		<p>Included in previous action/service .</p>	<p>Scores arriving in August 2016.</p>		<p>Included in previous actions/services .</p>
<p><b>Scope of service:</b></p>	<p>All</p> <p>Grades: 3rd, 4th, 5th, 6th, 7th, 8th</p>		<p>Scope of service:</p>	<p>All</p> <p>Grades: 3rd, 4th, 5th, 6th, 7th, 8th</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Purchase, train, and implement two approved ELA and Math curricula with RSP teacher to support designated students through targeted implementation.</p>		<p>\$44,150</p>	<p>Completed. This was purchased, teachers were trained, and it was implemented with appropriate students.</p>		<p>\$5,179 and included in goal 1A.</p>
<p><b>Scope of service:</b></p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Revise Homeschool boxed sets to include writing performance tasks, including rubrics. Ensure each unit culminates with a graded writing activity.		\$20,000	Completed.		\$20,000.
<b>Scope of service:</b>	All  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service:	All  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Ensure student familiarity with CAASPP assessment item types through revising the parent/student test prep resources.		\$40,000	Completed.		Awaiting invoice (s).
<b>Scope of service:</b>	All  Grades: 3rd, 4th, 5th, 6th, 7th, 8th, 11th		Scope of service:	All.  Grades: 3rd, 4th, 5th, 6th, 7th, 8th, 11th	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p><b>What changes in actions, services, and expenditures</b></p>	<p>The Charter completed, or progressed toward completion, on every action/service within this goal. Most goals were expended within budget guidelines.</p>	

<b>Original Goal from prior year LCAP:</b>	Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, A-G approved coursework and sequence, and improving EAP passing rates (exemptions).		Related State and/or Local Priorities: X 1 _2 _3 X 4 X 5 X 6 X 7 X 8 Local:	
Goal Applies to:	Schools:	All Grades: 9th, 10th, 11th, 12th		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Support college and career readiness for all students in grades 9-12 by increasing enrollment and successful completion of: CTE courses by 5%, A-G approved coursework and sequence by 5%, dual enrollment by 3%, Golden State Merit Diploma by 3%, SAT by 5%, Advanced Placement to meet or exceed state averages, and EAP passing exemptions by 5%. Annual progress of 5% as measured by API.	Actual Annual Measurable Outcomes:	The Charter completed, or progressed toward completion, on every action/service within this goal. AP courses are no longer offered, so that goal is deleted.	
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
To increase career-readiness, the charter will further develop course offerings in the areas of Career-Technical Education (CTE) and internships. The goal is to maximize CTE articulated pathway offerings and increase internship participation and completion among our high school students. Increase participation and completion by 5% through additional advertising.	\$140,000	Completed and goal met.	\$161,354	

<b>Scope of service:</b>	All Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	All Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
To increase college readiness, the charter will increase concurrent/dual enrollment services to all interested high school students with local community colleges where the students will study on campus, while receiving both college and high school credits. Increase counseling services by a .4 FTE.		\$33,500	Completed and goal met.		\$32,479
<b>Scope of service:</b>	All Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	All Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Develop as independent study the newly-approved CSU Expository Reading and Writing Course (ERWC) for grades 11 and 12 for EAP conditionally passed students.  Increase EAP exemption rate by 5% through multi-tiered teaching approaches.		\$2,000	Completed. Course was developed, posted in the LMS (Moodle), and implemented. Teachers were trained during a scheduled staff development day.		Used exempt employee salaries not disaggregated for this project.
<b>Scope of service:</b>	All  Grades: 11th, 12th		<b>Scope of service:</b>	All  Grades: 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Ensure teachers are credentialed in content areas, per independent study guidelines.		\$23,000	Completed and goal met.		\$83,100
<b>Scope of service:</b>	All  Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	All  Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Adding 3 new A-G courses, one new English course (language and composition) and continue to develop AP courses by need and interest.		\$15,000	Completed.		\$1,435 plus exempt salaries not disaggregated for this project.
<b>Scope of service:</b>	All Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	All Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Market Golden State Merit Diploma by advertising to all families.		\$1,000	Completed. Posted on public website and internal newsletter.		Used website and other electronic communication; costs not disaggregated for this project.
<b>Scope of service:</b>	All Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	All Grades: 9th, 10th, 11th, 12th	



X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Increase AP exam pass rate in English, Science, and History to meet or exceed State averages by increasing courses offered, successful completion of courses, and training teachers.		\$4,050	The school no longer offers AP courses.		N/A
<b>Scope of service:</b>	All  Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	All  Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Increase participation in SAT by 5% each year through increased marketing to all 10th and 11th grade students. Meet or exceed the State's passing rate (1500 or above).</p>		<p>\$500</p>	<p>Due to lack of data availability, the school cannot confirm passing rates. See:   <a href="http://dq.cde.ca.gov/dataquest/satactap/sat.aspx?cyear=2014-15&amp;cchoice=SAT4b&amp;year=1415&amp;cdscode=33103300110833&amp;clevel=School&amp;ctopic=sat&amp;level=School">http://dq.cde.ca.gov/dataquest/satactap/sat.aspx?cyear=2014-15&amp;cchoice=SAT4b&amp;year=1415&amp;cdscode=33103300110833&amp;clevel=School&amp;ctopic=sat&amp;level=School</a></p>		<p>Used website and other electronic communication; costs not disaggregated for this project. Letters sent with other paper communication.</p>
<p><b>Scope of service:</b></p>	<p>All  Grades: 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>All  Grades: 9th, 10th, 11th, 12th</p>	
<p>X All -----                  _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless                  _ Other</p>			<p>X All -----                  _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless                  _ Other</p>		
<p><b>What changes in actions, services, and expenditures</b></p>		<p>The Charter completed, or progressed toward completion, on every action/service within this goal. AP courses are no longer offered, so that goal is deleted. All expenditures stayed generally within stated budget guidelines with the exception of on-boarding credentialed staff.</p>			

<b>Original Goal from prior year LCAP:</b>	Improve student safety and school culture.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 X6 _7 _8 Local:	
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	All school facilities will be upgraded to an internal ranking of level 3. All resource center attendees will receive school safety and security training each year.		Actual Annual Measurable Outcomes:	The charter completed, or progressed toward completion, of all goals.
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		<b>Budgeted Expenditures</b>	<b>Estimated Actual Annual Expenditures</b>	
Facility security and maintenance will be prioritized through the internal evaluation system with all facilities being 100% compliant (level 3 security) by 2017.		\$350,000	Security increased and charter is on track to meet 2017 goal completion.	
<b>Scope of service:</b> All Grades: All			<b>Scope of service:</b> All Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Increase bullying prevention program by presenting information two times per year at each resource center to include campus safety and dangerous objects on campus. Market the presentations to all families. Ensure follow through with campus-wide activities of choice.</p> <p>Implement semi-annual bullying prevention programs at all sites and encourage curriculum integration with teachers</p>		<p>\$15,000</p>	<p>Lead School Psychologists conducted a thorough 8+ week pilot of the SELPA-adopted social skills program, developed by Boys Town. Selected site leadership and staff were trained. Also conducted a training for homeschool parents so they can incorporate the program in the homeschool setting. Also, Springs schools continues to use the previously introduced OLWEUS program presented through RCOE, along with Boys Town which has been added this year. Middle school students were provided specifically with cyber-bullying information. Information was provided in a variety of formats such as fall kick-off by school administrators, classroom presentations and discussions presented by teaching staff and parent presentations at specific trainings and discussion at Coffee with the Principal meetings.</p>		<p>\$171 plus curricula and exempt staff time not disaggregated specifically for this action.</p>
<p><b>Scope of service:</b></p>	<p>All</p> <p>Grades: All</p>		<p><b>Scope of service:</b></p>	<p>All</p> <p>Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Develop and implement an anti-cyber bullying course to include in all High School course packs and at each resource center at least annually.		\$8,000	Completed.		\$210 and exempt staff salaries not disaggregated specifically for this action.
<b>Scope of service:</b>	All  Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	All  Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>	The charter completed, or progressed toward completion, of all goals. All actions stayed within budgetary guidelines with the exception of school safety and security.				

<b>Original Goal from prior year LCAP:</b>	Increase course access and student engagement by utilizing 21st century tools, resources and materials.		Related State and/or Local Priorities: X 1 _2 _3 X 4 X 5 _6 X 7 X 8 Local:	
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	100% of students will be able to access needed curricular materials on demand. 100% of students in grades 3-10 will be exposed to computer literacy opportunities.	Actual Annual Measurable Outcomes:	All goals were completed in this section.	
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
<p>In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs.</p> <p>Increase access time in Academy programs. Homeschool program offers 1:1 in grades 3-12.</p>	\$250,000	Completed.	\$276,501	
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Move 9th and 10th grade Core courses from Moodle to Canvas to increase participation.  <b>UPDATE: Completed.</b>		\$35,000	Completed.		\$27,167
<b>Scope of service:</b>	All  Grades: 9th, 10th		<b>Scope of service:</b>	All  Grades: 9th, 10th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Add two additional online CTE course offerings to increase participation and computer literacy.		\$25,000	Completed.		\$40,275
<b>Scope of service:</b>	All  Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	All  Grades: 9th, 10th, 11th, 12th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Train all staff on Chromebook applications at least two times each year to ensure quality use of technology resources.		\$45,000	Completed.		\$8,775 plus exempt staff time not disaggregated for this project.
<b>Scope of service:</b>	All  Grades: All		<b>Scope of service:</b>	All  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide online resources (Live Binder) to students for developing 21st-century skills such as computer literacy.		\$6,000	Completed.		\$18,275
<b>Scope of service:</b>	All  Grades: All		<b>Scope of service:</b>	All  Grades: All	



<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p><b>What changes in actions, services, and expenditures</b></p>	<p>All goals were completed and stayed within budgetary guidelines when looked at in its entirety.</p>	

<b>Original Goal from prior year LCAP:</b>	Increase support for struggling students.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Continue to develop 100% of Principals on best practices from urban school group with specified training for four. Continue to refine RSP tool box and use with 100% of SWDs. Reach 100% of identified at-risk students with MTSS process by 2017. Ensure 100% of foster, EL, and low income students have access to technology while off-site. Re-structure Math Path for 100% of designated students.		Actual Annual Measurable Outcomes:	All goals were met, or progressed toward being met, with the exception of the RSP toolbox which changed mid-year.
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>			<b>Estimated Actual Annual Expenditures</b>
Continue to contract with an established, highly successful group who study successful urban (Socio-economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Directors to develop and support best practices with these particular subgroups. A charter staff person will also be a part of the training and learn the support systems in order to ensure continuity and longevity of the program.	\$114,000		Completed.	\$48,376

<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Develop a tool box for Resource Specialists and other credentialed staff which will include hands-on materials and teacher guides designed to work with a wide-range of grade levels and abilities. Train and develop Resource Specialists and all general education teachers on tool box during calendared staff development day.		\$56,000	This goal was changed mid-year to better serve this population of students. See year 1 in LCAP plan for new goal.	N/A	
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>MTSS coordinator will work school-wide to implement best practices and personalized learning for all students as part of Tier 1 for all students.</p>		<p>\$30,000</p>	<p>Completed.</p>		<p>\$37,050</p>
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p>Scope of service:</p>	<p>All Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Math: Due to restructuring SBAC, develop process to designate Math Path differently and drop to K-2.</p>		<p>\$15,000</p>	<p>Completed.</p>		<p>\$20,000</p>
<p><b>Scope of service:</b></p>	<p>All Grades: K, 1st, 3rd, 4th, 5th, 6th, 7th, 8th</p>		<p>Scope of service:</p>	<p>All Grades: K, 1st, 2nd, 4th, 5th, 6th, 7th, 8th</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Improve integration and collaboration among Special Education, general education, and parents through revised meeting schedule, shared resources, and parent training.		\$7,000	Completed.		\$24,180
<b>Scope of service:</b>	All  Grades: All		<b>Scope of service:</b>	All  Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide MiFi (portable WiFi service) to foster, EL, and low income students in order to access technology and resources while not at a resource center.		\$5,000	Completed.		\$12,879
<b>Scope of service:</b>	All  Grades: All		<b>Scope of service:</b>	All  Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities X Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities X Homeless <input type="checkbox"/> Other</p>
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<p><b>What changes in actions, services, and expenditures</b></p>	<p>All goals were met, or progressed toward being met, with the exception of the RSP toolbox which changed mid-year. When calculating the entire goal, budgetary guidelines were met, though there were shifts between actions.</p>
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<p><b>Original Goal from prior year LCAP:</b></p>	<p>Continue to support parent choice and personalized learning.</p>	<p>Related State and/or Local Priorities: X 1 X 2 X 3 X 4 <input type="checkbox"/> 5 X 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 Local:</p>
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Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>The Charter will continue to support parent choice and personalized learning for 100% of students through keeping alignment with the charter where it states “parents will be the primary educator for their child.” The Charter will annually publish attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates, suspension rates, and expulsion rates via the School Accountability Report Card (SARC) on the charter’s website. Since the Charter is independent study, measurable outcomes for these items will include increasing resource center attendance by 3% each year, maintaining attendance rates above county averages, decreasing middle school and high school dropout rates and graduation rates by 1% accountability measure growth each year. The charter will continue to keep suspension and expulsion rates under county averages.</p>		<p>Actual Annual Measurable Outcomes: All goals were met, or progressing nicely, for this goal. Some data currently unavailable.</p>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Increase resource center attendance by 3% through advertising advantages to parents through the website and intake process.	\$10,000	Completed and goal met.	\$22,581

<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The charter will maintain attendance rates above county averages, decreasing middle school and high school dropout rates and graduation rates by accountability measure growth each year through adequate progress process, student involvement in goal setting, personalized learning process, interest choices, student engagement methods, PLC program to develop teachers in methods of personalization, and teacher training in best practices.		\$158,500	Completion anticipated. 2015-16 data not yet available as school year is still ongoing.	\$184,900	
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		



The charter will continue to keep suspension and expulsion rates under county averages by focused efforts on campus safety, student engagement, parent education, and involvement in anti-bullying program.		Included with previous action/service .	Completed.		Included with previous actions/services .
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Develop a Springs' Personalized Learning continuum and learning rubric. Train staff on developing personalized learning plans related to the continuum and the implementation of PL in a variety of settings.		Included in previous action/service .	Development started.		Included in previous action/service and used exempt salaries not disaggregated for this project.
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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**What changes in actions, services, and expenditures**

The charter met, or progressed toward meeting, all actions/goals. When looking at the goal in its entirety, it stayed within budget guidelines.

**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.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	4223799
<p>Nearly all of the goals help all students enrolled in the Charter. Where specified, some actions support only those students who are socio-economically disadvantaged, foster, homeless, or English Learners. While these groups have unique goals, they also get all of the services detailed in the LCAP, plus more.</p>	

- 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.

44.71	%
<p>Low income, foster, and English Learners receive additional services as compared to students not within these subgroups. Some of these services include extra instructional aide time, a portable wireless device (MiFi), additional support from experts (EL Coordinator, RTI Coordinator, and CWA Coordinator). Teaching staff are also trained (during staff development/PLC days) on best practices to assist these students to achieve academically.</p>	

**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).