

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

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## 2017-20 Plan Summary

### The Story

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

#### Our Mission

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

#### Our Philosophy

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

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

#### The River Springs Community

River Springs Charter School (RSCS) has been authorized by the Riverside County Office of Education (RCOE) since 2007. RSCS serves TK-12th grade students residing in Riverside County and the four contiguous counties. Of the 6,344 students served by RSCS, the majority reside in Riverside County (97%) with additional populations of students residing in San Bernardino County (2%), and San Diego County (1%).

Riverside County has the fourth largest population in California with over 2.4 million residents. According to 2017 census data, the reported ethnic majority is predominantly Hispanic/Latino (48%) and white (36%) with additional populations of African American (7%) and Asian (7%). The median household income is \$57,972. Education levels of residents over the age of twenty-five who hold a bachelor's degree or higher is at 21% countywide.

## LCAP Highlights

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

The 2018-21 LCAP has only changed slightly from last year. Based on stakeholder feedback, the charter is doing well. When applicable, the CDE Dashboard is used. In all other cases, there are clear, transparent internal metrics used. In all cases, the goals ensure accountability, precise budget reconciliation, and alignment with state/local priorities and achievement data.

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

In the current document there are a number of changes, the most notable are:

- Additional goals for qualifying students (unduplicated pupils, foster youth, homeless youth, socio-economically disadvantaged/low income, English Learners, and students with disabilities)
- Goals that include maintaining or increasing "change" rates based on the Dashboard are noted (In some cases new data is not available as of May (eg: CAASPP scores). These are noted to ensure clarity.)
- Stream-lined goals to ensure accountability and to ease communication with stakeholders
- Expected Annual Measurable Outcomes (EMAOs) are more precise and revised
- All goals/action/services that are included meet at least one criteria: data-driven decision making, stakeholder feedback, and/or state priority
- If there is little or no data in an area, the charter will still expect the processes/practices to be completed
- All state priorities are listed
- All Dashboard data has an aligned goal
- Each goal is research-based or aligned to best practices
- Staff development is precisely outlined to ensure goal achievement
- Experts in each area assisted in goal development to ensure buy-in and, ultimately, goal-achievement
- In areas where internal data is noted, the charter will be adding this to the Dashboard under local identifies to ensure transparency, as appropriate
- All annual updates were given by experts in that particular area
- Budget allocation was completed by the business department in coordination with the annual budget planning and the LCAP committee
- Annual update estimated expenditures were carefully documented throughout the year to ensure clean and transparent transactions for audit

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may

include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

The charter school is most proud of meeting the vast majority of all goals set forth in the 2017-18 LCAP. With this success, it is apparent based on evaluation rubrics, local self-assessment tools, and stakeholder input that the charter is on-track in both doing what the stakeholders agree is important and successfully implementing the plan to achieve desired results.

As shown, the goals are all aligned to the charter document, as well as the school's mission/vision, which is imperative to the overall charter's success. While there is still work to do, the charter is also proud of the work it is doing with the low-income, EL, foster, and homeless youth. Not only has the charter's enrollment grown in the number of qualifying students it serves, it has also exceeded expectations in academic and social/emotional results (see data below).

While the Dashboard is not available to show state calculated indicators, the staff have used specific, internal metrics to decipher successes and challenges in each area indicated, with desired results.

The charter will continue to build on this success by increasing the metric to ensure upward growth in all areas while continuously refining plans and processes to make sure the charter is providing excellence. Each area is analyzed by expert staff to refine areas in order to improve, specifically in the areas of qualifying students, as those significant subgroups are vitally important to the success of the school.

River Springs is extremely pleased to report that overall and significant subgroup SBAC scores have increased over the past three years. Staff is very proud of this accomplishment, and will continue to strive to increase scores in future years.

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

## Greatest Needs

The state accountability dashboard indicates "orange" overall school ratings for EL progress, graduation rate, and ELA (3-8). The school will focus on increased performance in these areas through the following specific goals and services:

- EL Progress: Goal 5, Action E
- Graduation Rate: Goal 6, Action A
- ELA: Goal 1, Action B

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

## Performance Gaps

The state accountability dashboard indicates one performance gap. For the suspension rate indicator, American Indian students have a performance level of orange, while the overall is green.

In addition, though it is not a “performance gap” of two or more levels, the subgroup findings for the ELA category identify significant need for students with disabilities (red).

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

- American Indians suspension rate: Goal 3, Action B
- Students with disabilities ELA performance: Goal 1, Action B

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

### Increased or Improved services

While this is addressed above, and shown successful through the data comparables below, the low-income, EL, and foster youth is addressed specifically in Goal 5, which clearly outlines the most significant ways the LEA will increase and improve services for these subgroups.

The top three are as follows:

- Hire consultants for best practices
- STAR teams
- Assistant Classroom Educators (ACES)

## Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$57,816,608
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$12,044,973

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

All LCAP action expenditures are the top budget priority for the charter. However, the LCAP does not include regular and typical salaries for all positions in the school. The charter accounts only for specific actions, as written.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$68,713,013

# Annual Update

LCAP Year Reviewed: 2017-18

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

## Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities: aligned with charter document

## Annual Measureable Outcomes

Expected	Actual
Mastery-based curriculum developed for K-8 and grade 9	Completed, see action A for additional details.
SBAC ELA % met/exceeded: maintain or increase all change rates	Increased from 46% to 47% overall.
SBAC Math % met/exceeded: Maintain or increase all change rates	Increased from 30% to 36% overall.
Data-driven staff development: Increase current rates for red/orange significant subgroups	Since the 2018 SBAC results are not yet released, the charter used internal IReady assessments to calculate growth toward goal. This growth shows that we are meeting the goal by showing academic growth in these areas.  <u>ELA</u> <ul style="list-style-type: none"><li>• SWD: Maintained (-2.5)</li><li>• EL: Maintained (-1.1)</li><li>• AA: Declined (-5.7)</li></ul>

Expected

Actual

	<p><u>Math</u></p> <ul style="list-style-type: none"> <li>• SWD: Increased (+5.9)</li> <li>• EL: Increased (14.7)</li> <li>• AA: Decreased (-4)</li> </ul>
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**Actions / Services**

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

**Action A**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Refine the Common Core-based curriculum which incorporates modular units to scaffold and have modified assignments to support all students, including struggling students. Develop Springs' I Can curriculum including online curriculum, homeschool boxsets and "Make it-Take it" workshops. Purchase textbooks, materials, and online subscriptions to support this goal.</p>	<p><b>Goal Met</b></p> <p>Mastery courses for grades 6-8 in both ELA and Mathematics have been developed in Canvas.</p> <p>K-5 ELA and Math eBooks have been reformatted in the same mastery-based manner that the 6-8 were developed.</p> <p>Updated History textbooks will be made available for the 2018-19 school year.</p> <p>NGSS aligned curriculum has been developed for the 2018-19 school year, and will be included in the pacing guide.</p>	<p>\$564,711 \$719,280</p>	<p>(1xxx-3xxx) - \$313,443 (4xxx) - \$3,121,330</p>

## Action B

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>ELA - Data-Driven Instruction:</b> Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready . Conduct subgroup data-driven decision making training to focus on the students with disabilities subgroup during professional learning community and data days to target instruction and increase achievement specifically for this subgroup.</p>	<p><b>Goal Met</b>            Schoolwide professional development and Professional Learning Communities (PLCs) were held for analyzing state and local data such as CAASPP and i-Ready beginning in September and continue monthly for all teachers and administrators to identify student strengths and weaknesses for all students. Specific English Language Arts standards were identified and additional resources pooled to create effective individualized teaching strategies. English Learners, Students with Disabilities, and other significant subgroup data was analyzed through the use of Illuminate and i-Ready. Groups of students were identified based on these data, and specific instruction and remediation strategies were created. In addition, three “Data Day” PLC meetings were held throughout the year to identify key skills and essential knowledge that students still need with each data day building off the analysis from the previous. Monthly "Case Manager Collaborative" meetings for SpEd teachers were held. Special Education teachers meet together and review best practices, student issues, and assist each other. Quarterly meetings with all case managers to review compliance were also held.</p> <p>To examine the effectiveness of the above efforts, iReady D1 to D2 comparison data is included below. The charter will review the impact on CAASPP results when scores are available in August 2018 as well as Dashboard data, expected to release in December 2018. Overall, students have grown from the first benchmark period to the second at a satisfactory rate. Given current projections, all students are on-track to reach their growth targets by the end of the year:</p>	<p>\$74,611 \$176,469</p>	<p>(1xxx-3xxx) - \$61,163 (5xxx) - \$201,474</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Progress Towards i-Ready Yearly Targets Reading				
Location	Subgroup	Average Scaled Score Gain	Total	Progress Towards Yearly Growth Target (as of Mid-Year 50%+)
River	All	23	3248	85%
River	EL	20	136	74%
River	SWD	21	357	78%
River	SED	22	1145	81%

### Action C

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated  
Actual  
Expenditures

<p><b>Math - Data-Driven Instruction:</b> Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready. Conduct subgroup</p>	<p><b>Goal Met</b> School-wide professional development and Professional Learning Communities (PLCs) were held for analyzing state and local data such as CAASPP and i-Ready was held in September for all teachers and administrators to identify student strengths and weaknesses for all students. Specific mathematics standards were identified and additional resources pooled to create effective individualized teaching strategies. English Learners, Students with Disabilities, African-American, and other significant subgroup data was analyzed through the use of Illuminate and i-Ready. Teachers respond to the needs of all students using evidence driven, instruction and remediation strategies. Spatial Temporal math was used as a supplement to help all students gain critical math skills. In addition, three "Data Day" PLC meetings were held throughout the year to identify key skills and essential knowledge that students still need with each data day building off the</p>	<p>See Above (1B)</p>	<p>See Above (1B)</p>
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Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated  
Actual  
Expenditures

data-driven decision making training to focus on the students with disabilities, English Learners, and African-American subgroups during professional learning community and data days to target instruction and increase achievement specifically for these subgroups.

analysis from the previous. In November, Monthly "Case Manager Collaborative" meetings for SpEd teachers were held. Special Education teachers meet together and review best practices, student issues, and assist each other. Quarterly meetings with all case managers to review compliance were also held.

To examine the effectiveness of the above efforts, iReady D1 to D2 comparison data is included below. The charter will review the impact on CAASPP results when scores are available in August 2018 as well as Dashboard data, expected to release in December 2018. Data indicates satisfactory growth levels with students on-track to make the 100% target by the end of year.

Progress Towards Math i-Ready Growth Targets			
Subgroup	Average Scaled Score Gain	Total	Progress Towards Yearly Growth Target (as of Mid-Year 50%+)
All	16	3350	75%
EL	17	145	81%
SWD	14	384	69%
SED	15	1220	70%

### Action D

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated  
Actual  
Expenditures

Continue to develop staff during five staff development/data day trainings each year. Agendas will be developed based on the

**Goal Met**  
Teaching staff received 7 professional development days throughout the school year to address these areas. Each agendas

\$191,152  
\$463,192  
\$4,500

(1xxx-3xxx) -  
\$78,278  
(5xxx) -

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
results of internal and state achievement data. Staff development will include NGSS implementation, CCSS mastery based instruction and using student achievement data to drive instruction. Staff will also attend external conferences and workshops.	covers specific trainings within the areas of mastery learning, teaching the Springs way, MTSS, data-driven instruction, and English Learners.		\$453,657 (4xxx) - \$17,214

### Action E

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure teachers are credentialed in content areas, per independent study and charter guidelines.	<b>Goal Met</b> 100% Compliant. Teacher credentialing reports are run and reviewed monthly to ensure ongoing credentialing compliance.	47,195.00	(1xxx-3xxx) - \$46,038

### Analysis

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

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

The overall implementation of the actions/services for this goal: excellent. All items were implemented as, or better than, described in Plan.

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

The overall effectiveness of the actions/services for this goal: excellent. Every goal was met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

While most of the actions have minor differences in objects, the overall actions calculated show that budget and actual expenditures are in alignment. Action A is the only material difference in budget versus expenditures. Charter families have curriculum choices and staff is pleased that more families are choosing common core curriculum than ever before. The charter expects that the transition to common core is near complete, with families who have choice, and staff is happy with this outcome.

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

None

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7, 8

Local Priorities: aligned with charter document

### Annual Measureable Outcomes

Expected	Actual
CTE/Internship enrollment per SIS: increase CTE/Internship enrollment by 3%	EWEE and GWEE Internship course participation has decreased from 249 students in 2016-17 (term 1) to 225 students in 2017-18 (term 1).
Concurrent/Dual enrollment opportunities: three marketing pieces annually	Complete, see Action B for additional details.
Teacher assignment report: 100% compliant per independent study guidelines	Complete.
A-G course packs: develop 9th grade A-G mastery-based course	Complete, see Action C for additional details.
Golden State Merit Diploma Advertising: Three marketing pieces annually	Complete, see Action D for additional details.

### Actions / Services

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

## Action A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>To increase career-readiness, the charter will further develop and advertise course offerings in the areas of Career-Technical Education (CTE) and internships. The charter will offer two additional CTE pathway offerings: Human Services and Hospitality, Tourism, and Recreation.</p> <p>The charter will also increase internship participation among our high school students by advertising offerings in three ways.</p>	<p>CTE and Internship offerings are advertised in a variety of ways. The school website is maintained with current CTE and Internship information, brochures are used at all River Springs marketing events, CTE/Internship staff are active members of the Riverside and Murrieta Chambers of Commerce, and staff marketed our CTE/Internship programs at two career fairs in the spring of 2018. In addition, staff are active community members and cold-call regional business for internship opportunities and CTE Advisory Board membership.</p> <p>In the 2016-17 school year, 29 CTE courses were offered. In 2017-18, 30 were offered through 12 different pathways.</p> <p>In the 2016-17 school year, 15 CTE courses were articulated. In the 2017-18 school year, a total of 23 CTE courses are articulated.</p> <p>EWEE and GWEE Internship course participation has decreased from 249 students in 2016-17 (term 1) to 225 students in 2017-18 (term 1). Administration has found that the decreased participation is mostly due to the transition to mastery grading in the high program overall. Mastery grading does not translate into internship courses well, so the courses will go back to a traditional grading method in 2018-19. With the change in grading method, course participation is expected to increase significantly in the coming school year.</p>	<p>\$439,800 \$500</p>	<p>(1xxx-3xxx) - \$560,497 (4xxx) - \$87,226 (5xxx) - \$12,642</p>

## Action B

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
To increase college-readiness, the charter will advertise concurrent and/or dual enrollment opportunities to all high school students through additional advertising and increased counselor support.	<p><b>Goal Met</b></p> <p>Counseling department identified 10th and 11th grade students who were eligible for concurrent/dual enrollment. A letter was sent to all eligible students discussing the programs in the spring of 2018. Options are again discussed in spring advisement meetings.</p>	44,246.00	(1xxx-3xxx) - \$42,913 (5xxx) - \$801

## Action C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Begin revising a-g courses to make them mastery-based. The revised courses will include modules designed for mastery and will include options for remediation to ensure successful completion by students. Revisions will start with 9th grade for 17-18.	<p><b>Goal Met</b></p> <p>9th grade courses have been revised for master-based grading. They each teach an I CAN standard to mastery within three weeks. Each of the I CAN three-week sessions includes three mastery evidence assignments.</p>	59,037.00	(1xxx-3xxx) - \$111,291

## Action D

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Advertise Golden State Merit Diploma by marketing to all high school students through at least 3 delivery methods.	<p><b>Goal Met</b></p> <p>Information was advertised on the Springs Website (search "golden seal"). An Email was sent to all high school families in May 2018, a Daily Refreshment notification was sent to all families in</p>	3,441.00	(1xxx-3xxx) - \$3,604

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated  
Actual  
Expenditures

April 2018, and the information was included in a Springs News Bulletin article.

**Action E**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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

**Goal Met**

ELA Focus Groups use individual, subgroup, and grade level assessment data to drive instruction. Our area of greatest need has been in supporting a thesis with details from the text. CAASPP Prep sessions have included practice in this area. For math, we have increased rigor and support for students in Math 1 with the switch to mastery-grading. Our area of greatest need in math is the ability to solve problems at a Level 3. This has been supported by including Mastery Connection assignments each week, which push students toward understanding the concept, not just the computation. All specialists have increased their student support by offering office hours a minimum of two hours per week.

EAP pass rates have increased in both ELA and Math.

River Springs 11th Grade EAP			
Subject	2016-17	2015-16	2014-15
ELA	64%	62%	51%
Math	21%	14%	22%

174,417.00

(1xxx-3xxx) -  
\$148,295

## Analysis

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

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

The overall implementation of the actions/services for this goal: great. All were implemented as described in Plan, with one minor challenge.

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

The overall effectiveness of the actions/services to achieve the articulated goal: good. Of the goals, 4.5 out of 5 were met. The internships portion of the career-ready goal was not met as expected.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions A and C are both over-budget. The Action A overrun is due to hiring more staff than anticipated to teach CTE courses. Action C has a material difference because changing courses over to mastery-based grading took more staff hours than originally expected. All other actions may have slight differences in objects, but the overall actions totals are aligned.

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

After reviewing the data, the administration will be modifying the mastery grading process in the area of internships to help ensure that the goal is successfully met in future years. See goals below.

### Goal 3

**Safety and Culture:** Improve student safety and school culture.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities: aligned with charter document

#### Annual Measureable Outcomes

Expected	Actual
Facility Safety: internal matrix to show 100% of facilities at proficient levels	Complete.
Suspension Rates per Dashboard: decrease suspension rates per change rate as calculated on Dashboard	Decreased from 1.7% in 2015-16 to 1.2% in 2016-17.

#### Actions / Services

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

#### Action A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain all facilities at proficient security levels.	<p><b>Goal Met</b></p> <p>Security levels are maintained through the implementation of auto-generated Preventative Maintenance work orders using School Dude Systems. PM work orders are auto-generated, quarterly, for each site. Completion of PM work orders includes; Inspection of the Building Exterior (access control, fencing/gates, security equipment) along with the Building Interior (Doors,</p>	325,000.00	(4xxx-5xxx) \$1,276,541

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated  
Actual  
Expenditures

access control, security equipment). Repairs and Maintenance of security components are completed and noted in the PM work order.

## Action B

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated  
Actual  
Expenditures

The whole child will be supported through various means including: Social/emotional groups led by counselors, STAR Team Meetings (including counselors, support staff, and special education teachers) to support students with behavioral and social needs, MTSS specific staff development training focused on social well-being and supports for students in and outside the classroom. Focus specifically on lowering suspension incidents for EL subgroup (currently red in dashboard) as well as SED, SWD, Asian, African-American, Filipino, and Hispanic subgroups (all currently orange on Dashboard).

### Goal Met

The charter school has maintained suspension and expulsion rates lower than the county. On the CDE Dashboard (Fall 2017), the suspension rate indicator (previously orange) is now green. Suspension rates for all listed subgroups have maintained, declined, or declined significantly. In addition, the most recent suspension and expulsion rates available through DataQuest are tabled below.

	Suspension Rate		
	2016-17	2015-16	2014-15
River Springs	1.2%	1.7%	1.6%
Riverside Co.	4.1%	4.1%	4.3%

	Expulsion Rate		
	2016-17	2015-16	2014-15
River Springs	0.03%	0.00%	0.00%
Riverside Co.	0.19%	0.16%	0.17%

353,868.00

(1xxx-3xxx) -  
\$317,042

## Analysis

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

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

The overall implementation of the actions/services for this goal: excellent. All items were implemented as, or better than, described in Plan.

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

The overall effectiveness of the actions/services to achieve this goal: excellent. Both goals were met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action A has a material difference between the budget and the estimated actuals due necessary actions to upgrade security. With recent criminal activity in our nation, the charter found it necessary to do upgrades to security at a quicker rate than originally planned. Overall, staff is happy to do this work earlier to secure the students. Action B difference is very slight (under budget), and not material.

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

None

## Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6, 8

Local Priorities: aligned with charter document

### Annual Measurable Outcomes

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

### Actions / Services

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

#### Action A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs. Increase	<b>Goal Met</b> All home-based programs are 1:1 Chromebook to students, and academies have at least ten Chromebooks in each classroom, some are also 1:1. Access time is greatly increased for all students.	630,000.00	(4xxx) - \$658,329

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
access time in Academy programs at 10:1 levels. Homeschool program offers 1:1 in grades TK-12.	Chromebooks were also one of the highest rated resources on our stakeholder survey for being "used and useful."		

### Action B

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Move 12th grade Core courses from Moodle to Canvas to increase participation. Ensure Canvas is updated regularly to have accurate links/content.	<p><b>Goal Met</b></p> <p>All 12th grade courses have been moved to Canvas. With this move, there are no high school classes that remain in Moodle. Complete link update was completed in April 2018.</p>	54,151.00	(1xxx-3xxx) - \$53,753

### Action C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Train all staff on two educational technology (Ed Tech) tools a least two times each year to ensure quality use of technology resources. Ensure staff have specific training on how to teach students to utilize technology resources.	<p><b>Goal Met</b></p> <p>All staff has access to the Personalized Learning Portal (PL instructions resources available online), Teaching the Springs Way resources and videos, as well as self-paced CANVAS training, Open Education Tools, and Using Google for Education.</p> <p>Specific technology training has been provided to the Personalized Learning Cohort in the area of demonstrating understanding and tools for engagement. All Homeschool Education Specialists and Learning Center Teachers received training on using technology to increase engagement and demonstrate mastery of learning.</p>	29,235.00	(1xxx-3xxx) - \$29,235

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>In addition, the following training events occurred:</p> <ul style="list-style-type: none"> <li>8/18 Open Education Resources-Padlet (New Teachers' training/available to all teachers on the PL Portal)</li> <li>9/18 Attempted Illuminate Training-failed due to Internet bandwidth (academy teachers, SpEd)</li> <li>10/16 &amp; 19 Lexia training for reading intervention (virtual whole school opportunity)</li> <li>12/18 Online tools for demonstration of Mastery (ESs, Learning Center Teachers)</li> <li>1/18 CANVAS training and Reading Plus for reading intervention (Academy Teachers)</li> <li>2/18 Online programs for determining student growth, CANVAS training, technology to support home study days, NGSS online resources, Read Works-Informational Text-Read an Article Everyday, Reading AtoZ for targeted literacy instruction (Choice based training for Academy teachers &amp; SpEd)</li> <li>4/9 &amp; 12 CANVAS training (academy training)</li> <li>5/7 &amp; 10 CANVAS training (academy training)</li> </ul>		

## Analysis

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

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

The overall implementation of the actions/services for this goal: excellent. All items were implemented as, or better than, described in Plan.

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

The overall effectiveness of the actions/services to achieve this goal: excellent. All goals were met: 3/3.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences in this goal.

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

None

## Goal 5

**Qualifying Students:** Increase support for qualifying students.

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: aligned with charter document

### Annual Measureable Outcomes

Expected	Actual
Principal needs feedback: train three more Principals and continue follow up with all previously trained Principals	Completed, see Action A for additional details.
MiFi Inventory system: increase MiFi use by 5% across charter	100% of qualifying students that have requested MiFi access have received one.
SBAC scores for SWD subgroup (% met/exceeded): planning meetings and internal data used with fidelity to increase SWD Dashboard subgroup growth in ELA and math	ELA increased from 19% in 2015-16 to 20% in 2016-17, while math increased from 11% to 13%.
Student/staff survey results: move to student/parent survey and achieve higher than average scores for “used and useful” category.	Completed, for additional details see Action D and the Stakeholder Survey.
SBAC scores for EL subgroup (% met/exceeded): increase EL Dashboard subgroup growth data in ELA and math	Increased ELA rate from 12% in 2015-16 to 18% in 2017-18, and math from 9% to 15%.

### Actions / Services

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

## Action A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 Principals to develop and support best practices with these particular subgroups.</p>	<p><b>Goal Met</b> This is the fifth year working with NCUST. Currently, four principals are working with our executive coach in some capacity. Three principals are new to NCUST this year and meet monthly as a cohort at a different student center each month. Representatives from Springs leadership team are part of the cohort. These principals also have a monthly 2 annual 1:1 meetings with the NCUST coach. One of the four principals is in her second year of coaching with NCUST. This principal meets monthly with her NCUST coach and a River Springs leader at her school site. All participants will visit a successful urban school and they will all attend the NCUST Symposium.</p>	<p>\$53,766 \$68,152</p>	<p>(5xxx) - \$51,912 (1xxx-3xxx) - \$84,412</p>

## Action B

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to provide MiFi (portable WiFi service) to foster, EL, homeless, and low-income students in order to access technology and resources when not at a resource center.</p>	<p><b>Goal Met</b> 100% of qualifying students who requested a Mifi have received one. Additional Mifi devices are available to qualifying students throughout the school year (upon request). 38 students qualify, have requested, and are currently using MiFis in their home.</p>	<p>25,000.00</p>	<p>(5xxx) - \$7,758</p>

## Action C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																		
<p>In order to increase math and ELA CAASPP achievement, teachers/ESs will have planning meetings in one-to-one and small groups through STAR groups to ensure IEP goals are met while tracking and monitoring data throughout the year using OARS mastery quizzes and i-Ready. Collaboration will count on "first, best instruction" to mirror general education goals by utilizing PLC groupings.</p>	<p><b>Goal Met</b></p> <p>STAR teams which include SWD's and other students meet in one-on-one and group settings to address individual student needs. A monthly "Case Manage Collaborative" meetings for Special Education teachers was implemented. During these monthly meetings, teachers share best practices, student issues, and provide assistance to one another. Furthermore, quarterly meetings are held between all case manages to review compliance.</p> <p>Overall, River Springs achieved a "Maintained" status with a slight growth of 2.5 points for the students with disabilities (SWD) subgroup on the CDE Dashboard, which reflects the 2017 SBAC testing. Because CAASPP data is not a good indicator of progress that has been made in the 2017-18 school year (since this goal was established), iReady Progress toward yearly targets has been included:</p> <table border="1" data-bbox="703 1015 1493 1356"> <thead> <tr> <th colspan="4">Progress Towards i-Ready Yearly Targets</th> </tr> <tr> <th rowspan="2">Subgroup</th> <th rowspan="2">Total</th> <th>Progress Towards Yearly Growth Target (as of Mid-Year 50%+)</th> <th>Progress Towards Yearly Growth Target (as of Mid-Year 50%+)</th> </tr> <tr> <th>Reading</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>3350</td> <td><b>85%</b></td> <td><b>75%</b></td> </tr> <tr> <td>SWD</td> <td>384</td> <td><b>78%</b></td> <td><b>69%</b></td> </tr> </tbody> </table>	Progress Towards i-Ready Yearly Targets				Subgroup	Total	Progress Towards Yearly Growth Target (as of Mid-Year 50%+)	Progress Towards Yearly Growth Target (as of Mid-Year 50%+)	Reading	Math	All students	3350	<b>85%</b>	<b>75%</b>	SWD	384	<b>78%</b>	<b>69%</b>	<p>119,122.00</p>	<p>(1xxx-3xxx) - \$98,785</p>
Progress Towards i-Ready Yearly Targets																					
Subgroup	Total	Progress Towards Yearly Growth Target (as of Mid-Year 50%+)	Progress Towards Yearly Growth Target (as of Mid-Year 50%+)																		
		Reading	Math																		
All students	3350	<b>85%</b>	<b>75%</b>																		
SWD	384	<b>78%</b>	<b>69%</b>																		

## Action D

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to train and support Assistant Classroom Educators (ACES)/instructional aides for all K-5th grade academy classrooms to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, foster, homeless, and socio- economically disadvantaged students, and those students requiring MTSS/RTI support.</p>	<p><b>Goal Met</b> Assistant Classroom Educators (ACEs) are hired, trained, and assigned to all K-5th classrooms. ACEs are also assigned to every 7th and 8th grade math class. All newly hired staff (including ACEs) go through the 3 day Aloha Welcome Week training in August; in addition newly hired ACEs go through 5 days of ACE training in the summer. All ACEs participate in 3 professional development days throughout the school year.</p>	<p>\$2,008,992 \$35,000</p>	<p>(2xxx-3xxx) - \$3,376,000 (4xxx-5xxx) - \$11,674</p>

## Action E

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase EL met/exceeded in both ELA and math.</p> <p>Increase EL RFEP through at least two specialized staff development trainings, which include core interventions and strategies that teachers commit to employing.</p> <p>Add three coordinator walk-throughs to ensure fidelity with use of best practices and ELD I CANs.</p>	<p><b>Goal Met</b> Leaders are selected from Springs educators for a series of trainings in order to disseminate effective English Learner teaching strategies to the rest the organization. These trainings were provided by the Orange County Department of Education (OCDE) and focused specifically on ELD standards and how to improve outcomes using the state's new English Language Proficiency Assessments for California (ELPAC). Further work has been done to implement ELD standards into Springs I CAN mastery statements in an effort to provide more focused attention on English Learner (EL) achievement. Additional training on how to implement ELD teaching strategies in both an integrated and designated class format as well as how to integrate these strategies into Lesson Plans was provided.</p> <p>The most current data available on the CDE Dashboard indicate increases for the CAASPP performance in both ELA and math for</p>	<p>\$30,087 \$29,235</p>	<p>(1xxx-3xxx) - \$66,600</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

English Learners. From 2015-16 to 2016-17, EL students increased 6 percentage points in ELA and 6 percentage points in math, when comparing the percentage of student who met/exceeded standards on the SBAC.

However, because CAASPP data is not a good indicator of progress that has been made in the 2017-18 school year (since this goal was established), iReady Progress toward yearly targets has also been included:

Progress Towards i-Ready Growth Targets			
Subgroup	Total	Progress Towards Yearly Growth Target (as of Mid-Year 50%+)	Progress Towards Yearly Growth Target (as of Mid-Year 50%+)
		Reading	Math
All	3350	85%	75%
EL	145	74%	81%

## Analysis

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

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

The overall implementation of the actions/services for this goal: excellent. All items were implemented as, or better than, described in Plan.

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

The overall effectiveness of the actions/services to achieve this goal: excellent. All 5 goals were met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action A has a material difference due to more students needing Chromebooks than originally anticipated. Home-based programs had a growth in enrollment and every student receives a Chromebook. There was also an increase in the number of Chromebooks damaged, leading to higher estimated actuals. Action B is under-budget due to fewer students requesting MiFi access than originally anticipated. Action D is over-budget because there were more elementary-aged classrooms in needs of ACES.

Actions C and E do not have material differences when the actions are reviewed as a total.

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

None

# Goal 6

**Mission:** Continue to support parent choice and personalized learning.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: aligned with charter document

## Annual Measureable Outcomes

Expected	Actual
State attendance, graduation and drop-out rates: maintain all rates to be better than county average	River Springs achieved a 0.8% rate versus the county's 0.2% rate.
Staff and WASC feedback: personalized learning on staff development as mandatory; add personalized learning cohort five	Completed, see Action B for additional details.
Marketing event calendar: 15 marketing events scheduled	Completed, see Action C for additional details.

## Actions / Services

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

### Action A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The charter will maintain attendance rates above county averages.</p> <p>The charter will decrease middle school and</p>	<p>The school has continued focus on student involvement in goal setting, personalized learning process, interest choices, and student engagement methods.</p>	163,773.00	(1xxx-3xxx) - \$162,126

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated  
Actual  
Expenditures

high school dropout rates and increase graduation rates by accountability measure growth each year through the adequate progress process, student involvement in goal setting, personalized learning process, interest choices, and student engagement methods.

The charter school's 2016-17 average daily attendance rate was 99.3%, which is well above the county average.

According to the most current data available on DataQuest, the school's middle school drop-out rate has increased slightly and the high school drop-out rate has increased. Because the drop-out report data from DataQuest does not seem to accurately reflect our student population, the school is actively working with our student information system specialist to ensure that data is being documented and imported to CALPADS accurately in all areas, but with special focus on high school drop outs.

Due to recent changes in the cohort graduation data collection and calculation process, the CDE is delaying the public release of the 2017 graduation rates until June 2018.

#### Middle School Drop Out Rates

	2016-17	2015-16	2014-15
River Springs	0.8%	0.4%	1.3%
Riverside Co.	0.2%	0.2%	0.2%

#### High School Drop Out Rates

	2016-17	2015-16	2014-15
River Springs	4.0%	2.8%	3.3%
Riverside Co.	1.5%	1.7%	1.5%

## Action B

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to develop the training resources for the Springs' Personalized Learning continuum and learning rubric. Continue to train staff on developing personalized learning plans related to the continuum and on the implementation of personalized learning in a variety of settings.</p>	<p><b>Goal Met</b> Developed program to include a teaching handbook, personalized learning support resources (make it take it), teacher binders for all I CAN! standards, Canvas training course "Teaching the Springs Way." Initial pilot was completed in August of 2017. Program was reviewed and revised; full teacher training is scheduled to occur August 2018.</p>	<p>\$100,000 \$17,660</p>	<p>(1xxx-3xxx) - \$240,000 (5xxx) - \$5,106</p>

## Action C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Market personalized learning through social media and numerous marketing tactics/events based on focus group, marketing committee, and other stakeholder input. Maintain robust Homeschool package.</p>	<p><b>Goal Met</b> The school has successfully marketed personalized learning through multiple measures. Staff have attended 39 community/marketing events for a total of 50 days. Staff maintain active accounts on Instagram, Facebook, Twitter, and YouTube providing personalized learning resources, articles and educational research, and school and community events. In addition, the school releases a monthly newsletter and offers a 3x per week emails that are distributed to students/parents, staff, board members, and are available to the community. The Homeschool package continues to be robust to supply all homeschool curriculum, materials, events, and resources.</p>	<p>\$127,352 \$280,000</p>	<p>(1xxx-3xxx) - \$129,339 (4xxx-5xxx) - \$216,495</p>

## Analysis

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

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

The overall implementation of the actions/services for this goal: good. All but one portion of one action was well implemented.

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

The overall effectiveness of the actions/services to achieve this goal: good. Of the goals, 2.5 out of 3 were met. The only challenge was with drop-out rates increasing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The action with a material difference is B. This action took more staff hours than anticipated and an increased number of teachers took advantage of the make-it, take-it curriculum.

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

As described in Action A, the charter did not decrease drop-out rates, according to available data. While it was only a slight increase 0.4% and 1.2%, respectively, the charter wishes to decrease these rates each year. After further review, the DataQuest data is not reflecting our student-by-student analysis of the charter's SIS; therefore, staff is actively working with our records, data, and SIS contracted staff to rectify any errors. Once the data is corrected, the staff will work on new processes to ensure that the following areas are modified: clearer withdraw reporting by teachers, accurate data entry into SIS, cleaner processes from SIS to CALPADS for DataQuest calculation.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

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

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

**Board/Community Training/Meetings:** During public session in May, the staff reminded the Board of the reasons for the LCAP document and the impact. During this presentation state priorities, charter vision, CDE Dashboard, and stakeholder ideas were outlined. During public session each person in attendance was given a chance to vote on which three actions/services they thought was the most valuable to our students. Each person individually chose three actions/services per overarching goal. The top five highest rated actions were:

Community college/dual enrollment opportunities,

Personalized learning,

Safe and maintained school buildings,

Personalized learning plans, and

Internships.

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

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

**Survey:** School stakeholders were surveyed in April 2018. For each of the six LCAP goals, stakeholders were asked how well they think the school doing to provide services and resources to students. In addition survey participants were asked to rate each LCAP resource as being used and helpful, used and not

helpful, or not used. Results are below.

2018 LCAP Survey Findings			
	% stakeholders who say we are "exceeding expectations" or "doing well" *	Highest rated resources for being "used and useful"	Lowest Rated resource; voted "used but not helpful"
Common Core Transition	86%	Moving Beyond the Page	Illuminate Spring Into Math
College & Career Readiness	79%	Community College Enrollment Options Internships	N/A
Student Safety	88%	Safe School Buildings	N/A
Engaging Students	90%	Chromebooks Online ELA Programs	Integrated High School Courses
Student Support	85%	Personalized Learning Portable WiFi	iReady
Personalized Learning	82%	Personalized Learning Plan Vendor Course Instruction Learning Center Classes	N/A
<p><i>*Stakeholders who responded "I don't know" and "not applicable for my student" are not included in percentages</i>  <i>N/A = All resources in this category received at least an 80% "helpful" rating.</i>  <i>** Resource received a 100% "helpful" rating.</i></p>			

## Impact on LCAP and Annual Update

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

After compiling and analyzing all stakeholder feedback, the charter staff are confident that the LCAP goals are congruent with needs. With overall "used and useful" or favorable responses to actions and positive public meeting feedback, the LCAP Committee made only minor revisions to a few actions.

Furthermore, the estimated actuals were analyzed and current and next 2 years budgets were updated so that the stakeholders received accurate, transparent future expenditures. Due to the new federal addendum, staff aligned federal expenditures (in applicable areas) and noted on both the LCAP and the addendum and presented it to stakeholders for feedback. There were no wanted changes.

In summary, the stakeholder groups were pleased with the LCAP and addendum and only minor changes were necessary.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

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

### State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities: aligned with charter document

### Identified Need:

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

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

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Mastery-based curriculum</b>	Committee designated to implement mastery-based curriculum	Mastery-based curriculum developed for K-8 and grade 9	Mastery-based curriculum developed for grade 10 and revision of grades K-9	Mastery-based curriculum developed for grade 11 and revision of grades K-10
<b>SBAC ELA % met/exceeded</b>	46% <i>Data Source: Data Quest</i>	Maintain or increase all change rates	Maintain or increase all change rates	Maintain or increase all change rates
<b>SBAC Math % met/exceeded</b>	30% <i>Data Source: Data Quest</i>	Maintain or increase all change rates	Maintain or increase all change rates	Maintain or increase all change rates
<b>Data-driven staff development</b>	Dashboard indicated a need for focused training on students with disabilities (ELA and math), English Learners (math), and African-American subgroups (math). <i>Data Source: CDE Dashboard</i>	Increase current rates for red/orange significant subgroups	Increase current rates for red/orange significant subgroups	Increase current rates for red/orange significant subgroups

## Planned Actions / Services

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

### Action **A**

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

**Students to be Served:**

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

**Location(s):**

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

All

All schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

N/A

N/A

N/A

**Actions/Services**

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

Modified

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

every year to ensure working links, new choice assignments, and updates throughout.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$564,711 \$719,280	\$315,000 \$2,500,000	\$317,000 \$2,000,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)	R0000/O1xxx - 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)	R0000/O1xxx - 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)

## Action B

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

**Students to be Served:**

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

All

**Location(s):**

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

All

OR

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

**Students to be Served:**

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

N/A

**Scope of Services:**

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

N/A

**Location(s):**

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

N/A

### Actions/Services

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

Modified

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

Modified

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

Unchanged

#### 2017-18 Actions/Services

**ELA - Data-Driven Instruction:** Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The

#### 2018-19 Actions/Services

**ELA - Data-Driven Instruction:** Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The

#### 2019-20 Actions/Services

**ELA - Data-Driven Instruction:** Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The

### 2017-18 Actions/Services

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

Conduct subgroup data-driven decision making training to focus on the students with disabilities subgroup during professional learning community and data days to target instruction and increase achievement specifically for this subgroup.

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

### 2018-19 Actions/Services

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

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

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

### 2019-20 Actions/Services

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

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

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$74,611 \$176,469	\$63,000 \$200,000	\$64,000 \$205,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx - 3xxx (salaries and benefits) R0000/O5xxx	R0000/O1xxx - 3xxx (salaries and benefits) R0000/O5xxx

Year	2017-18	2018-19	2019-20
	R0000/O5xxx (services)	(services and operations)	(services and operations)

**Action C**

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

**Students to be Served:**

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

**Location(s):**

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

All

All

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

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

Conduct subgroup data-driven decision making training to focus on the students with disabilities, English Learners, and African-American subgroups during professional learning community and data days to target instruction and increase achievement specifically for these subgroups.

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

2018-19 Actions/Services

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

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

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

2019-20 Actions/Services

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

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

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

**Budgeted Expenditures**

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

Year	2017-18	2018-19	2019-20
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services)	R0000/O1xxx - 3xxx (salaries and benefits) R0000/O5xxx (services and operations)	R0000/O1xxx - 3xxx (salaries and benefits) R0000/O5xxx (services and operations)

## Action D

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

**Students to be Served:**

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

All

**Location(s):**

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

All

OR

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

**Students to be Served:**

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

N/A

**Scope of Services:**

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

N/A

**Location(s):**

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

N/A

### Actions/Services

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

Modified

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

Unchanged

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

Unchanged

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

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

#### 2019-20 Actions/Services

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

2017-18 Actions/Services

achievement data to drive instruction. Staff will also attend external conferences and workshops.

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

2018-19 Actions/Services

achievement data to drive instruction. Staff will also attend external conferences and workshops.

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

2019-20 Actions/Services

achievement data to drive instruction. Staff will also attend external conferences and workshops.

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$191,152 \$463,192 \$4,500	\$80,000 \$450,000 \$20,000	\$82,000 \$460,000 \$20,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services) R0000/O4xxx (materials and supplies)	R0000/O1xxx - 3xxx (salaries and benefits) R0000/O5xxx (services) R0000/O4xxx (materials and supplies)	R0000/O1xxx - 3xxx (salaries and benefits) R0000/O5xxx (services) R0000/O4xxx (materials and supplies)

## Action E

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

**Students to be Served:**

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

All

**Location(s):**

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

All

OR

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

**Students to be Served:**

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

N/A

**Scope of Services:**

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

N/A

**Location(s):**

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

N/A

### Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

#### 2017-18 Actions/Services

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

*Measure: teacher assignment report*

#### 2018-19 Actions/Services

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

*Measure: teacher assignment report*

#### 2019-20 Actions/Services

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

*Measure: teacher assignment report*

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	47,195.00	\$48,000	\$50,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx - 3xxx (salaries and benefits)	R0000/O1xxx - 3xxx (salaries and benefits)

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

Unchanged

## Goal 2

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

### State and/or Local Priorities addressed by this goal:

State Priorities: 7, 8

Local Priorities: aligned with charter document

### Identified Need:

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

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

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CTE/Internship enrollment per SIS	249 internship in 2016-17; 470 CTE participants in 2015-16*	Increase CTE/Internship enrollment by 3%	Increase CTE/Internship enrollment by 3%	Increase CTE/Internship enrollment by 3%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<i>*2015-16 CALPADS data is the most recent data available for CTE. Internship data based on OASIS course enrollment report for 2016-17.</i>			
Concurrent/Dual enrollment opportunities	Three marketing pieces annually	Three marketing pieces annually	Four marketing pieces annually with college offerings at one site	Four marketing pieces annually with college offerings at two sites
Teacher assignment report	100% compliant per independent study guidelines	100% compliant per independent study guidelines	100% compliant per independent study guidelines	100% compliant per independent study guidelines
A-G course packs	Committee developed to begin mastery-based A-G courses	Develop 9 <sup>th</sup> grade A-G mastery-based course	Develop 10 <sup>th</sup> grade A-G mastery-based course	Develop 11 <sup>th</sup> grade A-G mastery-based course

## Planned Actions / Services

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

### Action **A**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools  
Specific Grade Spans: 9-12

OR

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

**Students to be Served:**

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

N/A

**Scope of Services:**

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

N/A

**Location(s):**

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

N/A

**Actions/Services**

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

Modified

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

Modified

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

Unchanged

**2017-18 Actions/Services**

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

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

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

**2018-19 Actions/Services**

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

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

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

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$439,800 \$500	\$560,000 \$90,000 \$12,000	\$570,000 \$90,000 \$12,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)	R0000/O1xxx - 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies) R0000/O5xxx (services)	R0000/O1xxx - 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies) R0000/O5xxx (services)

## Action **B**

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

### Students to be Served:

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

All

### Location(s):

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

All

**OR**

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

### Students to be Served:

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

N/A

### Scope of Services:

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

N/A

### Location(s):

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

N/A

## Actions/Services

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

Modified

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

Modified

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

Modified

### 2017-18 Actions/Services

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

*Measure: advertising materials*

### 2018-19 Actions/Services

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

*Measure: OASIS course enrollment*

### 2019-20 Actions/Services

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

*Measure: OASIS course enrollment*

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$44,246	\$43,000 \$800	\$45,000 \$800
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx - 3xxx (salaries and benefits) R0000/O5xxx (services)	R0000/O1xxx - 3xxx (salaries and benefits) R0000/O5xxx (services)

## Action C

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

**Students to be Served:**

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

All

**Location(s):**

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

All

**OR**

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

**Students to be Served:**

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

N/A

**Scope of Services:**

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

N/A

**Location(s):**

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

N/A

### Actions/Services

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

New

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

Modified

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

Modified

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

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

#### 2019-20 Actions/Services

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Measurement: a-g course design changes

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$59,037	\$112,000	\$115,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx - 3xxx (salaries and benefits)	R0000/O1xxx - 3xxx (salaries and benefits)

**Action D**

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

**Students to be Served:**

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

All

**Location(s):**

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

All

**OR**

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

**Students to be Served:**

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

N/A

**Scope of Services:**

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

N/A

**Location(s):**

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

N/A

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

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

*Measure: advertising materials*

**2018-19 Actions/Services**

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

*Measure: advertising materials*

**2019-20 Actions/Services**

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

*Measure: advertising materials*

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,441	\$4,000	\$4,500
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)

## Action E

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

**Students to be Served:**

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

All

**Location(s):**

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

All

OR

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

**Students to be Served:**

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

N/A

**Scope of Services:**

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

N/A

**Location(s):**

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

N/A

### Actions/Services

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

New

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

Modified

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

Unchanged

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

Continue to use individual, significant subgroup, grade level internal assessment and cluster data to drive instruction at the beginning of grade 9 to identify high school area strengths and weaknesses and implement research-based strategies to maintain/increase CAASPP grade 11 "met" or "exceeded" and/or "ready" or

#### 2019-20 Actions/Services

Continue to use individual, significant subgroup, grade level internal assessment and cluster data to drive instruction at the beginning of grade 9 to identify high school area strengths and weaknesses and implement research-based strategies to maintain/increase CAASPP grade 11 "met" or "exceeded" and/or "ready" or

2017-18 Actions/Services

ready” EAP scores. Assessments will include i-Ready and Illuminate.

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

2018-19 Actions/Services

“conditionally ready” EAP scores. Assessments will include i-Ready and Illuminate. Revise curriculum and/or practices, as appropriate.

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

2019-20 Actions/Services

“conditionally ready” EAP scores. Assessments will include i-Ready and Illuminate. Revise curriculum and/or practices, as appropriate.

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$174,417	\$149,000	\$151,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx - 3xxx (salaries and benefits)	R0000/O1xxx - 3xxx (salaries and benefits)

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

Unchanged

### Goal 3

**Safety and Culture:** Improve student safety and school culture.

#### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities: aligned with charter document

#### Identified Need:

Need to ensure student safety and school culture is a high priority item.

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

#### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facility Safety	Internal metrics shows 94% (16 of 17) facilities at proficient levels  <i>Data Source: Facilities Security Google Doc</i>	Internal metrics to show 100% facilities at proficient levels	Internal matrix to show 100% of facilities at proficient levels	Internal matrix to show 100% of facilities at proficient levels

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rates per Dashboard	Dashboard suspension rates currently calculate at Orange (1.6% Medium and increased +0.4%)  <i>Data Source: CDE Dashboard</i>	Decrease suspension rates per change rate as calculated on Dashboard	Decrease suspension rates per change rate as calculated on Dashboard	Decrease suspension rates per change rate as calculated on Dashboard

## Planned Actions / Services

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

### Action **A**

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

**Students to be Served:**

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

All

**Location(s):**

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

All

**OR**

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

**Students to be Served:**

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

N/A

**Scope of Services:**

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

N/A

**Location(s):**

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

N/A

### Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Maintain all facilities at proficient security levels.

*Measure: Proficient level calculation based on internal evaluation system*

2018-19 Actions/Services

Maintain all facilities at proficient security levels.

*Measure: Proficient level calculation based on internal evaluation system*

2019-20 Actions/Services

Maintain all facilities at proficient security levels.

*Measure: Proficient level calculation based on internal evaluation system*

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$325,000	\$700,000	\$500,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O4xxx, 5xxx (materials and services)	R0000/O4xxx, 5xxx (materials and services)	R0000/O4xxx, 5xxx (materials and services)

**Action B**

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

**Students to be Served:**

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

**Location(s):**

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

All

All

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

Modified

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

### 2017-18 Actions/Services

Focus specifically on EL subgroup (currently red in dashboard) as well as SED, SWD, Asian, African-American, Filipino, and Hispanic subgroups (all currently orange on Dashboard).

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

### 2018-19 Actions/Services

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

Focus specifically on subgroups designated as orange, red, or performance gaps on the Dashboard (currently American Indians).

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

### 2019-20 Actions/Services

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

Focus specifically on subgroups designated as orange, red, or performance gaps on the Dashboard.

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$353,868	\$320,000	\$325,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) Some general fund contribution to Special Education	R0000/O1xxx, 3xxx (salaries and benefits) Some general fund contribution to Special Education	R0000/O1xxx, 3xxx (salaries and benefits) Some general fund contribution to Special Education

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

Unchanged Goal

## Goal 4

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

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6, 8

Local Priorities: aligned with charter document

### Identified Need:

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

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

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff/student survey data and inventory system	Inventory system currently shows all classroom are at least 10:1 and Homeschool has 1:1 in all grades (TK-12), per parent request	All classrooms maintain 10:1 levels and continue to offer Chromebooks to all Homeschool students in grades TK-12	All classrooms maintain 12:1 levels and continue to offer Chromebooks to all Homeschool students in grades TK-12	All classrooms maintain 12:1 levels and continue to offer Chromebooks to all Homeschool students in grades TK-12

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Canvas course content based on survey data	Grades 9-11 course content all in Canvas	Grade 12 course content in Canvas	Maintain/revise course content for all high school grades in Canvas	Maintain/revise course content for all high school grades in Canvas
Staff development feedback	Trained staff on tech tools as a part of optional learning choice	Train staff on two tech tools as a part of large, mandated group activity	Train staff on two additional tech tools as a part of large, mandated group activity	Train staff on two additional tech tools as a part of large, mandated group activity

## Planned Actions / Services

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

### Action **A**

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

**Students to be Served:**

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

All

**Location(s):**

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

All

**OR**

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

**Students to be Served:**

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

N/A

**Scope of Services:**

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

N/A

**Location(s):**

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

N/A

### Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

*Measure: Inventory system Chromebook counts and survey data*

2018-19 Actions/Services

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

*Measure: Inventory system Chromebook counts and survey data*

2019-20 Actions/Services

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

*Measure: Inventory system Chromebook counts and survey data*

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$630,000	\$658,000	\$660,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O4xxx (materials)	R0000/O4xxx (materials)	R0000/O4xxx (materials)

## Action **B**

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

**Students to be Served:**

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

All

**Location(s):**

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

All

**OR**

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

**Students to be Served:**

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

N/A

**Scope of Services:**

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

N/A

**Location(s):**

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

N/A

### Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

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

*Measure: Canvas course content*

2018-19 Actions/Services

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

*Measure: Canvas course content.*

2019-20 Actions/Services

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

*Measure: Canvas course content.*

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$54,151	\$55,000	\$57,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)

## Action C

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

**Students to be Served:**

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

All

**Location(s):**

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

All

OR

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

**Students to be Served:**

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

N/A

**Scope of Services:**

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

N/A

**Location(s):**

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

N/A

### Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

2017-18 Actions/Services

*Measure: Agendas and sign-in sheets*

2018-19 Actions/Services

*Measure: Agendas and sign-in sheets*

2019-20 Actions/Services

*Measure: Agendas and sign-in sheets*

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$29,235	\$32,000	\$34,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 3xxx (salaries and benefits)

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

Unchanged

## Goal 5

### Qualifying Students: Increase support for qualifying students.

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

### State and/or Local Priorities addressed by this goal:

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

Local Priorities: aligned with charter document

### Identified Need:

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

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

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Principal needs feedback	Nine Principals have been trained, and continue with executive coaching	Train three more Principals and continue follow up with all previously trained Principals	Train two more Principals and continue follow up with all previously trained Principals	Train two more Principals and continue follow up with all previously trained Principals

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Inventory system: MiFis	Current MiFis checked out to 98 students.	Increase MiFi use by 5% across charter	Increase MiFi use by 8% across charter	Increase MiFi use by 10% across charter
SBAC scores for SWD subgroup (% met/exceeded)	Current CAASPP met/exceeded scores for SWD subgroup are ELA: 20% Math: 10%  <i>Data Source: Data Quest</i>	Planning meetings and internal data used with fidelity to increase SWD Dashboard subgroup growth in ELA and math	Increase SWD Dashboard subgroup growth data in ELA and math	Increase SWD Dashboard subgroup growth data in ELA and math
Student/staff survey results	ACES were hired and trained. Survey data shows that ACES are a high priority amongst board, staff and community members.	Move to student/parent survey and achieve higher than average scores for "used and useful" category.	Increase used and useful data by 5%	Increase used and useful data by 5%
SBAC scores for EL subgroup (% met/exceeded)	ELA: 12% Math: 9%  <i>Data Source: Data Quest</i>	Increase EL Dashboard subgroup growth data in ELA and math	Increase EL Dashboard subgroup growth data in ELA and math	Increase EL Dashboard subgroup growth data in ELA and math

## Planned Actions / Services

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

### Action **A**

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

**Students to be Served:**

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

Specific Student Groups

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

Unduplicated Student Groups

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

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

*Measure: Invoice and meetings***2018-19 Actions/Services**

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

*Measure: Invoice and meetings***2019-20 Actions/Services**

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

*Measure: Invoice and meetings*

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$53,766 \$68,152	\$52,000 \$87,000	\$52,000 \$89,000
Source	LCFF Fund 62 S/C	LCFF Fund 62 S	LCFF Fund 62 S
Budget Reference	R0000/O5xxx (services) R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O5xxx (services) R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O5xxx (services) R0000/O1xxx, 3xxx (salaries and benefits)

## Action B

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

**Students to be Served:**

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

Specific Student Groups

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

Limited to Unduplicated Student Groups

**Location(s):**

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

All Schools

### Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

#### 2017-18 Actions/Services

Continue to provide MiFi (portable WiFi service) to foster, EL, homeless, and low-income students in order to access technology and resources when not at a resource center.

#### 2018-19 Actions/Services

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.

#### 2019-20 Actions/Services

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.

2017-18 Actions/Services

*Measure: Number of MiFis checked out, per inventory system*

2018-19 Actions/Services

*Measure: Number of MiFis checked out, per inventory system*

2019-20 Actions/Services

*Measure: Number of MiFis checked out, per inventory system*

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$8,000	\$8,000
Source	LCFF Fund 62 S/C	LCFF Fund 62 S	LCFF Fund 62 S
Budget Reference	R0000/O5xxx (services)	R0000/O5xxx (services)	R0000/O5xxx (services)

# Action C

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

**Students to be Served:**

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

Students with Disabilities

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

N/A`

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

2017-18 Actions/Services

instruction" to mirror general education goals by utilizing PLC groupings.

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

2018-19 Actions/Services

to mirror general education goals by utilizing PLC groupings.

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

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

2019-20 Actions/Services

instruction" to mirror general education goals by utilizing PLC groupings.

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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$119,122	\$100,000	\$105,000
Source	SELPA: Local Assistance and general fund contribution	SELPA: Local Assistance and general fund contribution	SELPA: Local Assistance and general fund contribution
Budget Reference	R3310, 0000/O1xxx, 3xxx (Special Education, salaries and benefits)	R3310, 0000/O1xxx, 3xxx (Special Education, salaries and benefits)	R3310, 0000/O1xxx, 3xxx (Special Education, salaries and benefits)

**Action D**

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

**Students to be Served:**

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

Specific Student Group

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

Limited to Unduplicated Student Groups

**Location(s):**

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

Specific Grade Spans

**Actions/Services**

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

New

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

2017-18 Actions/Services

economically disadvantaged students, and those students requiring MTSS/RTI support.

*Measure: ACE assignments and training calendar*

2018-19 Actions/Services

economically disadvantaged students, and those students requiring MTSS/RTI support.

*Measure: ACE assignments and training calendar*

2019-20 Actions/Services

economically disadvantaged students, and those students requiring MTSS/RTI support.

*Measure: ACE assignments and training calendar*

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,008,992 \$35,000	\$1,103,346 \$2,300,000 \$12,000	\$1,103,346 \$2,350,000 \$12,000
Source	LCAP Fund 62 S/C	Title I LCAP Fund 62 S	Title I LCAP Fund 62 S
Budget Reference	R3010/O2xxx,3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)	R3010/O2xxx,3xxx (salaries and benefits) R000/O2xxx,3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)	R3010/O2xxx,3xxx (salaries and benefits) R000/O2xxx,3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)

## Action E

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

**Students to be Served:**

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

Specific Student Group

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

English Learner

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

### Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

Increase EL met/exceeded in both ELA and math.

Increase EL RFEP though at least two specialized staff development trainings which include core interventions and strategies that teachers commit to employing. Add three coordinator

2018-19 Actions/Services

Increase EL met/exceeded in both ELA and math.

Increase EL RFEP though at least two specialized staff development trainings which include core interventions and strategies that teachers commit to employing. Add three coordinator walk-

2019-20 Actions/Services

Increase EL met/exceeded in both ELA and math.

Increase EL RFEP though at least two specialized staff development trainings which include core interventions and strategies that teachers commit to employing. Add three coordinator

2017-18 Actions/Services

walk-throughs to ensure fidelity with use of best practices and ELD I CANs.

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

2018-19 Actions/Services

throughs to ensure fidelity with use of best practices and ELD I CANs.

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

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

2019-20 Actions/Services

walk-throughs to ensure fidelity with use of best practices and ELD I CANs.

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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$30,087 \$29,235	\$29,330 31,000	\$29,330 32,000
Source	Title III LCFF Fund 62	Title III LCFF Fund 62 S	Title III LCFF Fund 62 S
Budget Reference	R4201/O1xxx, 3xxx (Title III salaries and benefits) R0000/O1xxx, 3xxx (salaries and benefits)	R4201/O1xxx, 3xxx (Title III salaries and benefits) R0000/O1xxx, 3xxx (salaries and benefits)	R4201/O1xxx, 3xxx (Title III salaries and benefits) R0000/O1xxx, 3xxx (salaries and benefits)

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

Unchanged

## Goal 6

**Mission:** Continue to support parent choice and personalized learning.

### State and/or Local Priorities addressed by this goal:

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

Local Priorities: aligned with charter document

### Identified Need:

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

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

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State attendance, graduation, suspension and drop-out rates	Internal attendance rates and Data Quest drop-out and graduation rates for 2015-16 (most current data available) are as follows:  Attendance: 99.4%	Maintain all rates to be better than county average	Maintain all rates to be better than county average. (If county rates unavailable, then local maintain/growth)	Maintain all rates to be better than county average. (If county rates unavailable, then local maintain/growth)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Mid Drop-out: 0.4% High Drop-out: 2.8% Grad: 80.4%  <i>Data Source: Data Quest (drops outs and graduates); attendance rates based on OASIS Attendance Detail Report.</i>			
Staff and WASC feedback	Personalized learning on staff development agendas as choice option; Personalized learning cohort four complete	Personalized learning on staff development as mandatory; add personalized learning cohort five	Personalized learning on staff development as mandatory; add personalized learning cohort six	Personalized learning on staff development as mandatory; add personalized learning cohort seven
Marketing event calendar	11 marketing events were completed	15 marketing events scheduled	15 marketing events scheduled	15 marketing events scheduled

## Planned Actions / Services

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

### Action **A**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

N/A

**Scope of Services:**

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

N/A

**Location(s):**

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

N/A

**Actions/Services**

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

Unchanged

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

Modified

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

Unchanged

**2017-18 Actions/Services**

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

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

**2018-19 Actions/Services**

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

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

**2019-20 Actions/Services**

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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$163,773	\$165,000	\$168,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 3xxx (salaries and benefits)

**Action B**

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

**Students to be Served:**

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

**Location(s):**

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

All

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

N/A

N/A

N/A

**Actions/Services**

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

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

2018-19 Actions/Services

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

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

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

2019-20 Actions/Services

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

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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$100,000 \$17,660	\$245,000 \$5,000	\$249,000 \$5,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx - 3xxx (salaries and benefits)	R0000/O1xxx - 3xxx (salaries and benefits)

Year	2017-18	2018-19	2019-20
	R0000/O4xxx, 5xxx (materials and services)	R0000/O5xxx (services)	R0000/O5xxx (services)

**Action C**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

N/A

**Scope of Services:**

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

N/A

**Location(s):**

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

N/A

**Actions/Services**

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

New

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$127,352 \$280,000	\$132,000 \$220,000	\$135,000 \$220,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services)	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services)	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services)

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$5,224,116 (supplemental only)

9.04%

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

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

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

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

In summary, these goals include:

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

