

Introduction:

LEA: Highland Academy **Contact (Name, Title, Email, Phone Number):** Brent Raymond Bishop, Program Director, brentbishop@highland-academy.org, (951) 266-0220 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

EXECUTIVE SUMMARY

Highland Academy Charter School

Who we are:

Highland Academy Charter School is a public charter school located in Riverside County. The school serves the students and families in the San Geronio Pass and surrounding areas. Highland Academy serves approximately 265 K-8 students. Currently grades K-5 are Independent Study, however our plans in the coming years include gradually phasing out Independent Study in favor of a traditional classroom setting for elementary students. Grades 6-8 are currently taught, and will continue to be taught, in a traditional classroom setting.

Highland Academy is 52% Caucasian and 38% Hispanic. Approximately 23% of our student population is socioeconomically disadvantaged. Special Education services are provided through Beaumont Unified School District. Highland Academy currently employs 18 certificated and classified staff.

What we do:

At Highland Academy our slogan is "Find Your Genius". We recognize that every child learns in their own unique way. If a child learns best from auditory lessons, visual demonstration, or tactile labs we provide environments specifically to enrich each child's learning experience. We believe that educational goals are best reached together, with parents and family being an integral part of the process. It is for this reason we regularly invite parents and family members to be a part of the educational experience and school based activities.

Our mission is to prepare students for high school with the tools and motivation necessary to succeed. Following high school, we want our students to be successful in their chosen career and higher education, ultimately contributing to the higher good.

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Due to its small size and scale with only 265 students, the school uses frequent discussions and parent meetings with an already highly involved group of stakeholders. Highland Academy has traditionally involved parents and the stakeholders of the school in its decision making process as is also the case with this year's LCAP. Persons involved in the process include: certificated and classified staff, parents and families, students, school board members, and interested community members. Hispanic, socio-economically disadvantaged and students with disabilities and other subgroups were represented.</p>	<p>The data, surveys, and feedback from stakeholders and community members provides the driving force behind the development of the school-wide goals. Community members have been asked to provide feedback on goals and/or strategies they felt were important in a variety of settings. After gathering and reviewing the feedback from the meetings and survey, some areas of common interest include:</p> <p>(a) Highly qualified staff providing rigorous instruction using both effective</p>

<p>Input was collected from these stakeholders and shared in a variety of ways:</p> <ul style="list-style-type: none"> • Open House and other community and parent visits • Community Forums • School Board Meetings • School website, Facebook, and Twitter • Emailed updates and announcements to parents • Letters and fliers sent home to families 	<p>teaching strategies and high quality curriculum</p> <p>(b) Increased and more effective use of technology</p> <p>(c) Increased student achievement on the standardized tests in the areas of Math and Language Arts</p> <p>(d) Changes to our Independent Study (K-5) program including the possibility of phasing it out completely in favor of a traditional classroom setting</p> <p>(e) Improved communication with our families</p> <p>(f) Facilities be safe and well maintained</p> <p>(g) Increased attendance and student participation</p>
<p>Annual Update:</p> <p>The primary instrument used by the school to gather stakeholder input for the upcoming 2016/2017 school year was a comprehensive survey that addressed each of the State's Eight Priority Areas: Basic services, school climate, student achievement, student engagement, other student outcomes, parent involvement, course access, and implementation of Common Core State Standards. A link to the survey was emailed to all the parents/guardians of all our students on 5/6/16.</p> <p>We also conducted a community forum in the MPR on 5/12/16 where stakeholders were given an opportunity to provide their input regarding these same priority areas.</p> <p>Additionally, a staff meeting was held on 5/13/16 where returning staff members reviewed the 2015/2016 school year and brainstormed ideas for the upcoming 2016/2017 school year.</p>	<p>Annual Update:</p> <p>The data collected from the survey and community forum confirms that the goals in the Highland Academy LCAP are in alignment with stakeholder priorities listed above (a-g).</p> <ul style="list-style-type: none"> • Goals 1 and 2 address priority (c) and detail our plan to increase student achievement on the standardized tests • Goal 3 addresses priority (a) • Goal 4 addresses priorities (a), (b), and (c) • Goal 5 addresses priorities (c) and (f) recognizing that in order for students to be successful at school, their safety and comfort is a priority. • Goal 6 addresses priority (e) and aims to involve all family members and stakeholders in their students' education

- Goal 7 addresses priorities (c) and (g)
- Goal 8 addresses priorities (c) and (g). There is a direct correlation between student attendance and student achievement.
- Goal 9 addresses priority (d). Our goal for the upcoming school is to begin implementing this change.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	The percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase annually.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: Improved proficiency in ELA (literacy and writing) Metrics: SBAC assessments, school assessments, student work, percent of work completed
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Goal Applies to:	Schools: Highland Academy Charter School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase annually by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Access to Common Core aligned curriculum and material	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies General Fund 28,000.00
Provide targeted professional development throughout the school year	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Staff development will be provided at least once a month and will include instruction on the new California standards, technology and ELD 5000-5999: Services And Other Operating Expenditures General Fund 12,000.00

		(Specify)	
Provide ELA tutoring and additional resources as needed for struggling students	School-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SpecEd	2000-2999: Classified Personnel Salaries General Fund 4,600.00
Create and administer ELA Benchmark Assessments	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Benchmark assessments will measure student growth throughout the year and allow teachers to make adjustments as needed. 1000-1999: Certificated Personnel Salaries General Fund 4,600.00
Provide instructional support classes (Academic Improvement Program or "study hall", electives, etc.)	School-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SpecEd	1000-1999: Certificated Personnel Salaries General Fund 9,500.00
Collaborative planning days for ELA teachers	ELA Department	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Offer ELA teachers 2 "buy back" days to collaborate with each other 1000-1999: Certificated Personnel Salaries General Fund 1,000.00

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes: The percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will continue increasing annually by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Access to Common Core aligned curriculum and material	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies General Fund 30,800.00
Provide targeted professional development throughout the school year	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff development will be provided at least once a month and will include instruction on the California standards, technology and ELD 5000-5999: Services And Other Operating Expenditures General Fund 13,200.00
Provide tutoring and additional resources as needed for struggling students	School-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SpecEd	2000-2999: Classified Personnel Salaries General Fund 4,600.00
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Administer ELA Benchmark Assessments	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Review last year's Benchmark Assessments, refine if necessary. 1000-1999: Certificated Personnel Salaries General Fund 4,600.00
Provide instructional support classes (Academic Improvement Program or "study hall", electives, etc.)	School-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SpecEd	1000-1999: Certificated Personnel Salaries General Fund 9,500.00

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	The percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will continue increasing annually by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Access to Common Core aligned curriculum and material	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies General Fund 33,880.00

Provide targeted professional development throughout the school year	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff development will be provided at least once a month and will include instruction on the California standards, technology and ELD 5000-5999: Services And Other Operating Expenditures General Fund 14,520.00
Provide tutoring and additional resources as needed for struggling students	School-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SpecEd	2000-2999: Classified Personnel Salaries General Fund 4,600.00
Administer ELA Benchmark Assessments	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Review the last two years' Benchmark Assessments, refine if necessary. 1000-1999: Certificated Personnel Salaries General Fund 4,600.00
Provide instructional support classes (Academic Improvement Program or "study hall", electives, etc.)	School-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SpecEd	1000-1999: Certificated Personnel Salaries General Fund 1,000.00

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

GOAL 2:	The percentage of students who demonstrate grade-level proficiency in Math will increase annually	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: Improved proficiency in math Metrics: SBAC assessments, school assessments, student work, percent of work completed
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Goal Applies to:	Schools: Highland Academy Charter School Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The Percentage of students who demonstrate grade-level proficiency in Math will increase annually by a minimum of 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Access to Common Core aligned curriculum and material	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies General Fund 28,000.00
Provide targeted professional development throughout the year	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Staff development will be provided at least once a month and will include instruction on the new California standards, technology and ELD 5000-5999: Services And Other Operating Expenditures General Fund 12,000.00

		(Specify)	
Provide math tutoring and additional resources as needed for struggling students	School-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SpecEd	2000-2999: Classified Personnel Salaries General Fund 4,600.00
Create and administer math Benchmark Assessments	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Benchmark assessments will measure student growth throughout the year and allow teachers to make adjustments as needed. 1000-1999: Certificated Personnel Salaries General Fund 4,600.00
Provide instructional support classes (Academic Improvement Program or "study hall", electives, etc.)	School-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SpecEd	1000-1999: Certificated Personnel Salaries General Fund 9,500.00
Collaborative planning days for math teachers	Math Department	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Offer math teachers 2 "buy back" days to collaborate with each other 1000-1999: Certificated Personnel Salaries General Fund 1,000.00

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	The percentage of students who demonstrate grade-level proficiency in Math will increase annually by a minimum of 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Access to Common Core aligned curriculum and material	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies General Fund 30,800.00
Provide professional development throughout the year	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff development will be provided at least once a month and will include instruction on the California standards, technology and ELD 5000-5999: Services And Other Operating Expenditures General Fund 13,200.00
Provide math tutoring and additional resources as needed for struggling students	School-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SpecEd	2000-2999: Classified Personnel Salaries General Fund 4,600.00
Administer math Benchmark Assessments	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Review last year's Benchmark Assessment; refine as needed 1000-1999: Certificated Personnel Salaries General Fund 4,600.00

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide instructional support classes (Academic Improvement Program or "study hall", electives, etc.)	School-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SpecEd	1000-1999: Certificated Personnel Salaries General Fund 9,500.00

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	The percentage of students who demonstrate grade-level proficiency in Math will increase annually by a minimum of 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Access to Common Core aligned curriculum and material	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies General Fund 33,880.00
Provide professional development throughout the year	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff development will be provided at least once a month and will include instruction on the California standards, technology and ELD 5000-5999: Services And Other Operating Expenditures General Fund 14,520.00

<p>Provide math tutoring and additional resources as needed for struggling students</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SpecEd</p>	<p>2000-2999: Classified Personnel Salaries General Fund 4,600.00</p>
<p>Administer math Benchmark Assessments</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Review last year's Benchmark Assessment; refine as needed 1000-1999: Certificated Personnel Salaries General Fund 4,600.00</p>
<p>Provide instructional support classes (Academic Improvement Program or "study hall", electives, etc.)</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SpecEd</p>	<p>1000-1999: Certificated Personnel Salaries General Fund 1,000.00</p>

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

GOAL 3:	Hire, appropriately assign and compensate highly qualified certificated staff	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Highland Academy is currently 100% fully credentialed and appropriately assigned. However, with staffing changes from year to year this goal remains a priority as new staff members are hired. With student achievement at the forefront, we will continue to recruit fully credentialed teachers for every subject and grade level when needed.
 Metrics: HR data, CALPADS report, SARC, Pathways (Student Information System)

Goal Applies to: Schools: Highland Academy Charter School
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: All students will receive instruction from a fully credentialed and appropriately assigned teaching staff.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire, appropriately assign and compensate highly qualified certificated staff. Track credentials through the California Commission on Teacher Credentialing website.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund \$836,413

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	All students will receive instruction from a fully credentialed and appropriately assigned teaching staff.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire, appropriately assign and compensate highly qualified certificated staff. Track credentials through the California Commission on Teacher Credentialing website.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund \$914,869.73

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	All students will receive instruction from a fully credentialed and appropriately assigned teaching staff.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire, appropriately assign and compensate highly qualified certificated staff. Track credentials through the California Commission on Teacher Credentialing website.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund \$996,465

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

GOAL 4:	Access to technology	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Provide students with 1:1 Chromebooks in each of their classes giving them access to curriculum and instructional materials to support student learning and achievement. Metrics: SARC, Parent and Teacher Surveys, site review
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Goal Applies to:	Schools: Highland Academy Charter School
Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	All students will have access to technology in each of their classes
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1:1 Chromebook use for all students	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase of new Chromebooks; Repairing or replacing old ones 4000-4999: Books And Supplies General Fund \$10,825.00

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	All students will have access to technology in each of their classes
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1:1 Chromebook use for all students	School-	<input checked="" type="checkbox"/> All	Maintain 1:1 Chromebooks in each class; Replace or repair

	wide	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	when needed 4000-4999: Books And Supplies General Fund \$11,907.50
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LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	All students will have access to technology in each of their classes
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1:1 Chromebook use for all students	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain 1:1 Chromebooks in each class; Replace or repair when needed 4000-4999: Books And Supplies General Fund \$13,098.25

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

GOAL 5:	Provide and maintain safe facilities for learning	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	The school's campus located at 715 Wellwood Ave. is an older campus with a long history in the Beaumont Unified School District (who we rent the campus from) and the city of Beaumont at large. As such, repair and maintenance is a priority to ensure the facilities are safe, comfortable, and ready for student use. Metrics: SARC report, BUSD Maintenance and Facilities review
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Goal Applies to:	Schools: Highland Academy Charter School
Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Site will maintain satisfactory condition or better on the facility survey.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide needed repairs and services to support facility maintenance.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Ongoing maintenance, equipment, repairs, and supplies 5000-5999: Services And Other Operating Expenditures General Fund 8,300
Provide support staff (grounds keeping, custodial)	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	5000-5999: Services And Other Operating Expenditures General Fund 50,000.00

		(Specify)	
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LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Site will maintain satisfactory condition or better on the facility survey.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide needed repairs and services to support facility maintenance.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Ongoing maintenance, equipment, repairs, and supplies 5000-5999: Services And Other Operating Expenditures General Fund 9,130.00
Provide support staff (grounds keeping, custodial)	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures General Fund 50,000.00

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Site will maintain satisfactory condition or better on the facility survey.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide needed repairs and services to support facility maintenance.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Ongoing maintenance, equipment, repairs, and supplies 5000-5999: Services And Other Operating Expenditures General Fund 10,043.00

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide support staff (grounds keeping, custodial)	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures General Fund 50,000.00

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

GOAL 6:	Facilitate parent involvement	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	To increase parent involvement at home and at school Metric: SARC, tracking/survey, website traffic data
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Goal Applies to:	Schools: Highland Academy Charter School
Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase participation in on site activities, traffic on our website and social media platforms, and other online communications
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Open invitations to meetings and other campus events by email, posting on Facebook and Twitter, posting on the website, and through news media. Redesign our website and keep information updated.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures General Fund 400.00

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Increase participation in on site activities, traffic on our website and social media platforms, and other online communications
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Open invitations to meetings and other campus events	School-	<input checked="" type="checkbox"/> All	5000-5999: Services And Other Operating Expenditures

<p>by email, posting on Facebook and Twitter, posting on the website, and through news media.</p> <p>Redesign our website and keep information updated.</p>	<p>wide</p>	<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>General Fund 400.00</p>
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LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase participation in on site activities, traffic on our website and social media platforms, and other online communications</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Open invitations to meetings and other campus events by email, posting on Facebook and Twitter, posting on the website, and through news media.</p> <p>Redesign our website and keep information updated.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures General Fund 400.00</p>

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

GOAL 7:	Maintain minimal rate of student suspensions and expulsions	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : The transition from a traditional public school to a charter school can be difficult for middle school students, especially in regards to behavior expectations. Often student suspension is high for students new to our school.
 Metric: Pathways discipline reports, SARC

Goal Applies to: Schools: Highland Academy Charter School
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Reduction in suspension and expulsion rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide classroom management and intervention plan training to staff	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures General Fund 2,000.00
Create a Behavior Improvement Program (BIP) - an elective class and/or extracurricular activity consisting of consultation and problem solving to help students who are struggling behaviorally.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund 9,000.00

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes: Reduction in suspension and expulsion rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide classroom management and intervention plan training to staff	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures General Fund 2,000.00
Review results of the Behavior Improvement Program (BIP) from the previous year, make adjustments (if necessary), and continue implementing the program.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund 9,000.00

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes: Reduction in suspension and expulsion rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide classroom management and intervention plan training to staff	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	5000-5999: Services And Other Operating Expenditures General Fund 2,000.00

		English proficient _ Other Subgroups: (Specify)	
Review results of the Behavior Improvement Program (BIP) from the previous two years, make adjustments (if necessary), and continue implementing the program.	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund 9,000.00

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

GOAL 8:	Ensure a high rate of student attendance	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Students with chronic absenteeism perform lower in class and on standardized testing. Metric: Pathways attendance report, SARC
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Goal Applies to:	Schools: Highland Academy Charter School
Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Maintain an ADA of 94% or higher for the 2016/2017 school year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide students with various attendance incentives and awards.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies General Fund 500.00
Conduct parent workshops and keep parents informed throughout the school year about the importance of school attendance.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund 500.00

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes: Maintain an ADA of 94.5% or higher for the 2017/2018 school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide students with various attendance incentives and awards.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies General Fund 500.00
Conduct parent workshops and keep parents informed throughout the school year about the importance of school attendance.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund 500.00

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes: Maintain an ADA of 95% or higher for the 2018/2019 school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide students with various attendance incentives and awards.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	4000-4999: Books And Supplies General Fund 500.00

		_ Other Subgroups: (Specify)	
Conduct parent workshops and keep parents informed throughout the school year about the importance of school attendance.	School-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund 500.00

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

GOAL 9:	Implement a traditional on-site classroom based elementary program	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Many parents and students of our elementary (K-5) independent study program have expressed a desire to attend Highland Academy full-time in lieu of the current part-time independent study model that we currently use. Housing elementary students on campus full-time will increase student learning and performance. Metrics: SBAC assessments, parent/student surveys
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Goal Applies to:	Schools: Highland Academy Charter School Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The percentage of 4th and 5th grade students who demonstrate grade-level proficiency in ELA and math on the SBAC and/or school assessments will increase by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create a full-time 4/5 combo class on campus. Discontinue these grade levels in our Independent Study program.	Elementary	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No budget expenditure- Transfer existing staff from independent study program to classroom-based program

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	The percentage of students in grades 2-5 who demonstrate grade-level proficiency in ELA and math on the SBAC and/or school assessments will increase by 5%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create a full-time 2/3 combo class on campus and keep the existing 4/5 combo class. Discontinue these grade levels in our Independent Study program	Elementary	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No budget expenditure- Transfer existing staff from independent study program to classroom-based program

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	The percentage of students in grades K-5 who demonstrate grade-level proficiency in ELA and math on the SBAC and/or school assessments will increase by 5%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Discontinue the entire Independent Study program. All K-5 instruction will be traditional on-site classroom based.	Elementary	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No budget expenditure- Transfer existing staff from independent study program to classroom-based program

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	The Percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase annually	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Highland Academy Charter School Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Need: Improved Proficiency in ELA (literacy and writing) Metrics: School assessments, student work, Percent of work completed The Percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase annually by a minimum of 5%	Actual Annual Measurable Outcomes:	The percentage of students who met or exceeded the standard in ELA was 48%. 2014/2015 was the first year of implementation for the SBAC with published scores, hence no data from past years is available. However, Highland Academy's ELA scored exceeded Beaumont USD's (42%) and the state's (44%).
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Access to Common Core aligned curriculum and material	Professional Development and Conferences: 0000: Unrestricted General Fund \$10,000	• Access to Common Core aligned curriculum and material	We provided Project-Based learning training throughout the year to all staff members. 1000-1999: Certificated Personnel Salaries General Fund \$10,000
Scope of Service	School-wide	Scope of Service	School-wide
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<ul style="list-style-type: none"> • Highly qualified teachers in all classes 	<p>1:1 Laptop Use for all students: 0000: Unrestricted General Fund \$25,920</p>	<ul style="list-style-type: none"> • Highly qualified teachers in all classes 	<p>1:1 Laptop Use for all students: We were able to secure laptops for a lower price than we projected. 4000-4999: Books And Supplies General Fund \$22,142.00</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<ul style="list-style-type: none"> • Provide Professional Development annually 	<p>Study Hall: 1000-1999: Certificated Personnel Salaries General Fund \$7,500</p>	<ul style="list-style-type: none"> • Provide Professional Development annually 	<p>Study Hall: 1000-1999: Certificated Personnel Salaries General Fund \$7,500</p>
<p>Scope of Service School-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<ul style="list-style-type: none"> • Provide ELA intervention as needed 			
<p>Scope of Service School-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>• Provide & maintain safe facilities for learning</p>			
<p>Scope of Service School-wide</p> <hr/> <p>_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service </p> <hr/> <p>_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>• Provide aides, tutoring as needed</p>			
<p>Scope of Service School-wide</p> <hr/> <p>_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service </p> <hr/> <p>_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>• Provide instructional support classes (Study Hall, etc.)</p>			
<p>Scope of Service School-wide</p> <hr/> <p>_ All ----- OR: _ Low Income pupils</p>		<p>Scope of Service </p> <hr/> <p>_ All ----- OR: _ Low Income pupils</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<ul style="list-style-type: none"> • Access to Technology for all students 			
<p>Scope of Service School-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service </p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<ul style="list-style-type: none"> • Hire Staff member to serve as ELA Coach and another staff member to serve as Math tutor. • Access to ELA Coach and Math tutor; Provide option for students to attend H.O.W.L. (after school enrichment program) 	<p>Support Staff 2000-2999: Classified Personnel Salaries General Fund \$22500.00</p>	<ul style="list-style-type: none"> • Hire Staff member to serve as ELA Coach and another staff member to serve as Math tutor. • Access to ELA Coach and Math tutor; Provide option for students to attend H.O.W.L. (after school enrichment program) 	<p>Support Staff 2000-2999: Classified Personnel Salaries General Fund \$22500.00</p>
<p>Scope of Service School-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service </p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>What changes in actions,</p>			

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 2 from prior year LCAP:	The percentage of students who demonstrate grade-level proficiency in Math will increase annually	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Highland Academy Charter School Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Need: Improved Proficiency in math Metrics: School assessments, student work, Percent of work completed The Percentage of students who demonstrate grade-level proficiency in Math (literacy and writing) will increase annually by a minimum of 5%	Actual Annual Measurable Outcomes: The percentage of students who met or exceeded the standard in Math was 28%. 2014/2015 was the first year of implementation for the SBAC with published scores, hence no data from past years is available. However, Highland Academy's Math scores are comparable to Beaumont USD's (29%) and the state's (33%).	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Access to Common Core aligned curriculum and material	Professional Development and Conferences: 1000-1999: Certificated Personnel Salaries General Fund \$10,000	• Access to Common Core aligned curriculum and material	Professional Development and Conferences: 1000-1999: Certificated Personnel Salaries General Fund \$10,000
Scope of Service	School-wide	Scope of Service	School-wide
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<ul style="list-style-type: none"> Highly qualified teachers in all classes 	<p>1:1 Laptop Use for all students: 4000-4999: Books And Supplies General Fund \$25,920</p>	<ul style="list-style-type: none"> Highly qualified teachers in all classes 	<p>1:1 Laptop Use for all students: 4000-4999: Books And Supplies General Fund \$22,142.00</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<ul style="list-style-type: none"> Provide Professional Development annually 	<p>Study Hall: 1000-1999: Certificated Personnel Salaries General Fund \$7,500</p>	<ul style="list-style-type: none"> Provide Professional Development annually 	<p>Study Hall: 1000-1999: Certificated Personnel Salaries General Fund \$7,500</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<ul style="list-style-type: none"> Provide math intervention as needed 			
<p>Scope of Service School-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English 		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient 	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
• Provide & maintain safe facilities for learning			
Scope of Service School-wide <hr/> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <hr/> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
• Provide aides, tutoring as needed			
Scope of Service School-wide <hr/> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <hr/> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
• Provide instructional support classes (Study Hall, etc.)			
Scope of Service School-wide <hr/> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		Scope of Service <hr/> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)					
• Access to Technology for all students							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	School-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"></td> </tr> </table> <hr style="border-top: 1px dashed black;"/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service		
Scope of Service	School-wide						
Scope of Service							
<ul style="list-style-type: none"> • Hire Staff member to serve as ELA Coach and another staff member to serve as Math tutor. • Access to ELA Coach and Math tutor; Provide option for students to attend H.O.W.L. (after school enrichment program) 	Math Tutor: 0000: Unrestricted General Fund \$22500.00 H.O.W.L. (After School program): 0000: Unrestricted General Fund \$8325.00						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	School-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"></td> </tr> </table> <hr style="border-top: 1px dashed black;"/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service		
Scope of Service	School-wide						
Scope of Service							
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to							

goals?

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$55036.00</u>
<p>Highland Academy’s population of unduplicated students including low income and English learners are across all grade levels. The following programs are school-wide:</p> <p>Professional development given to our certificated staff focuses on providing instruction that supports all students and scaffolds for at-risk and English Learners. Staff development days were provided numerous times this year on minimum days and early-release Fridays. Emphasis included: Teaching strategies and Math and Language arts instruction that focus on student achievement and developing successful strategies for student success, technology training, common core, and a review of our school's strengths and weaknesses.</p> <p>Where applicable, BTSA support providers worked with our beginning teachers. School administration also provides a high level of academic support to teachers.</p> <p>Curriculum in all the core classes has been purchased to meet the needs of our English Language learners, at-risk, and low income students. The curriculum is also available to student and families online. Currently the school use Haiku Learning to communicate with families and to provide instruction, curriculum, supplemental material, and assessments.</p> <p>Highly qualified teachers: Highland Academy Charter School was able to recruit and hire qualified teachers for all subject areas (100%).</p> <p>Clean and Safe Facilities: The school provided clean and safe facilities by maintaining the site, making repairs when necessary, and being attentive to new concerns.</p>	

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

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

2.94 %

Outlined below are the increased and improved services that will be provided to low income, English language and re-designated fluent English proficient pupils through the LCFF and Concentration grants:

For all low income, English Language, re-designated fluent English learners as needed:

- Additional intervention support and tutoring in small group and one-on-one
- Enhanced tracking of the above listed students through the use of our student information system
- Professional development for staff on the California standards to help provide students with tools and strategies that allow them access to the California standards in ELA, math, and literacy in the content areas.

Additionally for English learners:

- ELD curriculum to support and individual instructions to meet a student's needs
- Scaffolds incorporated into content literacy instruction
- Use of effective, research based teaching strategies such as:

1. Identifying Similarities and Differences.
2. Summarizing and Note Taking.
3. Reinforcing Effort and Providing Recognition.
4. Homework and Practice.
5. Nonlinguistic Representation.
6. Cooperative Learning.
7. Setting Objectives and Providing Feedback.
8. Generating and Testing Hypotheses.
9. Cues, Questions, and Advanced Organizers.

- Professional development addressing the integration of the ELD standards into English Language Arts instructions

Additionally for re-designated fluent English proficient pupils:

- Teacher use of academic vocabulary in content areas as supported by professional development

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-17	2017-2018	2018-2019	2016-17- 2018-2019 Total
All Funding Sources	140,165.00	101,784.00	1,037,338.00	1,123,707.23	1,199,206.25	3,360,251.48
General Fund	140,165.00	101,784.00	1,037,338.00	1,123,707.23	1,199,206.25	3,360,251.48

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-17	2017-2018	2018-2019	2016-17- 2018-2019 Total
All Expenditure Types	140,165.00	101,784.00	1,037,338.00	1,123,707.23	1,199,206.25	3,360,251.48
0000: Unrestricted	66,745.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	25,000.00	35,000.00	867,113.00	943,569.73	1,008,165.00	2,818,847.73
2000-2999: Classified Personnel Salaries	22,500.00	22,500.00	18,200.00	18,200.00	18,200.00	54,600.00
4000-4999: Books And Supplies	25,920.00	44,284.00	67,325.00	74,007.50	81,358.25	222,690.75
5000-5999: Services And Other Operating Expenditures	0.00	0.00	84,700.00	87,930.00	91,483.00	264,113.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-17	2017-2018	2018-2019	2016-17- 2018-2019 Total
All Expenditure Types	All Funding Sources	140,165.00	101,784.00	1,037,338.00	1,123,707.23	1,199,206.25	3,360,251.48
0000: Unrestricted	General Fund	66,745.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	General Fund	25,000.00	35,000.00	867,113.00	943,569.73	1,008,165.00	2,818,847.73
2000-2999: Classified Personnel Salaries	General Fund	22,500.00	22,500.00	18,200.00	18,200.00	18,200.00	54,600.00
4000-4999: Books And Supplies	General Fund	25,920.00	44,284.00	67,325.00	74,007.50	81,358.25	222,690.75
5000-5999: Services And Other Operating Expenditures	General Fund	0.00	0.00	84,700.00	87,930.00	91,483.00	264,113.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).