

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

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

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

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

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

LEA Name	INTELLECTUAL VIRTUES ACADEMY, A Long Beach Public High School		
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## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.



The Intellectual Virtues Academy (“Academy”) high school is based on an “intellectual virtues” educational model, which aligns directly with new California Common Core State Standards and 21<sup>st</sup> century learning attributes in fostering nine Master Intellectual Virtues: curiosity, attentiveness, intellectual autonomy, intellectual carefulness, intellectual thoroughness, intellectual courage, open-mindedness, intellectual humility, and intellectual perseverance.

Intellectual virtues reflect a different concept of intelligence – we believe that intelligence is not simply a fixed ability, but rather can be cultivated through development of virtues such as curiosity and perseverance. In other words, students can learn *how* to be intelligent and engage in deeper learning in secondary school and beyond by developing these critical “intellectual character” traits. As secondary schools struggle to prepare students without a clear understanding of how rapidly developing technologies will change the workplace of their future, we believe that cultivation of intellectual virtues will position students to succeed in post-secondary school and become active and engaged members of the 21<sup>st</sup> century community and workplace. The goal, quite simply, is to cultivate the personal qualities of every student as a good thinker.

In 2015, Founding Director James McGrath, Dr. Baehr, and Board Chairman Dr. Eric Churchill secured a generous grant from the John Templeton Foundation, whose goal was to expand the success of the middle school into a new Long Beach public high school. The Academy was designed to leverage numerous university partnerships – including researchers from Harvard, Calvin College, Loyola, Boston University, and Biola – to provide a comprehensive college preparatory curriculum to equip students beginning in ninth grade with the skills, judgment, knowledge, and dispositions needed to be successful for college. We ultimately seek to foster intellectual character growth in all of our students, closing the achievement gap for our high school students.

In 2016, the Academy opened its doors to its first ninth grade class, the Class of 2020. The Academy is closely connected to cutting-edge educational research on intellectual character education. Founder and board member Dr. Jason Baehr is director of the Intellectual Virtues and Education Project at Loyola Marymount University, Los Angeles. The Academy and IVA's curriculum and teaching model make significant use of Harvard's Project Zero research, especially the work of Ron Ritchhart and his colleagues.

School	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Total
Intellectual Virtues Academy	21	0	2	0	0	11	9	1	44

Located in the heart of Long Beach, and just a few blocks from the downtown area, the Academy serves a widely diverse community consisting of: gifted students, English language learners, a majority of students qualify for free or reduced lunch, and over 30% SPED. The Academy provides a comprehensive college preparatory curriculum for all students (including honors and AP courses) because we believe all of our students have a large capacity for growth, and given the right resources, are capable of success in college and beyond.

## LCAP HIGHLIGHTS

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

Intellectual Virtues Academy's LCAP describes the variety of Goals, Actions, and Services offered to meet the needs of all students and their families. These comprehensive and innovative Actions and Services integrate 21<sup>st</sup> Century teaching and learning skills to ensure students are meeting high academic standards. An in-depth data analysis of student achievement data and surveys is conducted to determine academic areas of strength, areas of concern, and instructional strategies and programs that support student achievement. Instructional goals for improvement are developed with the input of all staff members, parents, and instructional leadership teams.

Four goals have been identified for focus within the next three years to improve outcomes for all students. GOAL 1 is The Academy supports student learning and achievement with an Intellectual Virtues Education Model. This goal was slightly modified to better describe our aim and program. GOAL 2 is The Academy will ensure excellent teachers in every classroom. GOAL 3 is The Academy will prepare students for college and career. GOAL 4 is The Academy will foster a sense of community by providing a safe, supportive, thoughtful and caring school environment. This goal was also slightly modified to encompass the culture and community at Intellectual Virtues Academy.

The state priorities addressed in this year's LCAP are 1,2,3,4,5,6,7, and 8. The key features include: professional development for teachers in Intellectual Virtues education, data analysis, collaborative teaching, and the use of technology in the classroom; after school support and tutoring as intervention to ensure that all students have access to the curriculum; the use of NWEA to monitor student progress toward mastery of standards and to inform instruction; along with exceptional efforts to communicate with parents; a licensed and credentialed college counselor and a Director of Student Services to address student needs; a responsive intervention program for subgroups and conflict resolution curriculum.

## REVIEW OF PERFORMANCE

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

Alternative schools and recently opened schools are not included in the Dashboard report for the Spring 2017 release.

## GREATEST PROGRESS

As parent and student surveys make clear, the Academy provides a strong sense of community and a safe, supportive, and caring environment in which to learn. ADA rates by themselves (as well as compared to 8<sup>th</sup> grade absenteeism rates) further demonstrate that our students enjoy attending the Academy. Our culture, combined with excellent teachers (as attested to by our parents and students) and a challenging curriculum, propel learning and the development of those intellectual virtues research has identified as being critical to college and career success.

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

## **GREATEST NEEDS**

Alternative schools and recently opened schools are not included in the Dashboard report for the Spring 2017 release.

One of greatest needs is to reduce our suspension rate. Recognizing that creating a strong student culture was done well, yet still had too high of a suspension rate, we are reflecting on our current intervention policies that address the needs of students just before the need arises to utilize suspension. We will review over the summer the need to implement PBIS strategies, reconfigure our multi-tiered intervention strategy, and include interns to support our Director of Student Services.

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

## **PERFORMANCE GAPS**

Alternative schools and recently opened schools are not included in the Dashboard report for the Spring 2017 release.

Academic performance gaps existed mid-year for our SPED and EL students, which we attempted to address in the second half of the year. We plan to introduce policies to identify these needs sooner and put together academic interventions sooner next year.

**INCREASED OR IMPROVED SERVICES**

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

We provide additional staffing to support our Director of Student Services (Community Engagement), whose job is to address the academic and non-academic needs of these students. We will do this three ways: adding 1-2 non-paid interns, increasing the salary of her direct report, and adding support staff.

On the academic side, we are increasing our teacher aide budget. This will provide the personalized help these students need in the classroom.

**BUDGET SUMMARY**

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$555,477
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 958,851

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

We believe everything we do has an impact on student achievement, parental involvement, safety, and school culture and therefore all of our budget and expenditures also have a direct impact on these items. Some additional expenditures that are covered by the General Fund and not listed in the LCAP include: lease of campus, benefits for staff, salaries/benefits of Founding Director, oversight fees, insurance, Back Office support expenses, food for lunches and breakfast.

\$923,428	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016–17

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

## Goal 1

The Academy Will Implement an Intellectual Virtues Education Model.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

100% of students will develop and exhibit growth in Knowledge, Abilities, and Attitudes in the nine Master intellectual virtues—Curiosity, Intellectual Humility, Intellectual Autonomy, Attentiveness, Intellectual Carefulness, Intellectual Thoroughness, Open-mindedness, Intellectual Courage, and Intellectual Tenacity. (Metrics: school- developed rubrics, and the Intellectual Virtues Assessment System, created by The Center for Social Research at Calvin College. The 2016-17 school year will establish baselines.)

- The Academy will provide faculty with intensive professional development and coaching on the intellectual virtues model. (Metric: documentation of professional development)
- The Academy will offer required humanities courses that will develop the skills and knowledge necessary for intellectual virtue development (Metric: Master schedule)
- The attendance rate will be 95% or higher. (Metric: ADA)
- The suspension and expulsion rates will be lower than comparable surrounding schools in Los Angeles County. The 2016-17 school year will serve as a baseline (Metric: suspension and expulsion rates.)

#### ACTUAL

The Academy provided a five-day summer seminar for all staff that focused on developing an understanding of the intellectual virtue model. The seminar was led by several experts in the field of intellectual virtues: expert on theory, Jason Baehr, Philosophy Professor at Loyola Marymount University; and expert on practice, Jacquie Bryant, Principal of the Intellectual Virtues Academy (middle school). Moreover, two days of ongoing professional development was provided by one of the world's foremost authority on intellectual character development, Harvard's Ron Ritchhart.

- The Academy provided the humanities course, Introduction to Logic, to all ninth grade students at the Academy.
- The ADA is expected to be 94.5%.
- Suspension rate: 19%. Expulsion rate: 0%

- Over 90% of students will agree that the school is a supportive and inviting place to learn (Metric: student surveys)
- Over 90% of students will report feeling safe on campus. (Metric: student surveys)
- The school facilities will be clean and maintained in good repair with daily spot check and Site Inspection Lists with over 90% of items in compliance or good standing (Metric: Site Inspection Documents)
- Average median class-size will be less than surrounding local schools. (Metric: Class rosters)

- 92% of students agree that the school is a supportive and inviting place to learn
- 92% of students report feeling safe on campus.
- Daily spot check and Site Inspection List: 98% compliance
- Average median class size: 22 students; district averages over 35 per class.

## ACTIONS / SERVICES

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

Action

1

Actions/Services

### PLANNED

#### **Curriculum Development:**

Develop a year-long course relating to intellectual virtues; develop rubrics and assessments to measure intellectual virtues development.

Develop 9-12 grade curriculum pacing, lessons, and intervention aligned to CCSS and organizational goals, including hands-on, inquiry based, and project-based learning activities to facilitate intellectual virtues development.

### ACTUAL

A year-long humanities course was developed this year for all ninth-graders. Rubrics tied to intellectual virtues have not been developed, however, assessments as they related to the humanities course have been created and testing is benchmarked to CCTST. There was no need to purchase software for the humanities course.

Ninth grade curriculum pacing, lessons, and interventions aligned to CCSS have been fully implemented with the exception of our science class when we opted to use APEX for this year only.

Expenditures

### BUDGETED

Humanities Salary 0.1 FTE Increase for Curriculum Development \$6,030 (JTF):  
Teacher salaries 1000-1999

### ESTIMATED ACTUAL

1000-1999: \$6,030.  
4310: \$0

Software \$5,000 (JTF): Student Materials 4310

Action **2**

Actions/Services

**PLANNED**

**Intellectual Virtues Assessment System:**  
The Center for Social Research at Calvin College will create a character-based assessment system consisting of online surveys, thinking skills assessments, and data analysis software that teachers will be able to use to assess student progress and mastery and the intellectual virtues curriculum objectives and goals.

**ACTUAL**

The Center for Social Research has built an online character-based survey to collect character-based data about each student on a semiannual basis. The surveys have items pertaining to our five identified dimensions of intellectual character growth: knowledge; judgment; ability; self-knowledge; and motivation. The items in the surveys are still a work in progress. But the present system is capable of generating an individualized “character report” for each student.

Expenditures

**BUDGETED**

Grantee Projects \$8,000 (JTF): 5000-5999 Services & Other Operating Expenses

**ESTIMATED ACTUAL**

5000-5999: \$8,000

Action **3**

Actions/Services

**PLANNED**

**Professional Development:**  
The Academy will provide numerous opportunities for professional development. This includes:

- Intensive onsite PD and coaching with the world’s leading expert in intellectual character and education, Dr. Ron Ritchhart of Harvard University’s Project Zero and author of the book “Intellectual Character: What It Is, Why It Matters and How to Get

**ACTUAL**

Each of these identified areas of Professional Development have been fully implemented.



Expenditures

- It" (2002)
- Five-day seminar during the summer for all high school faculty
- Coaching and PD from Jacquie Bryant, the principal of Intellectual Virtues Middle School
- Seminars on pedagogy and instructional techniques including differentiation, modeling, discussion, with opportunities to practice intellectual virtue classroom instruction, including a five-day seminar for all new including faculty
- Other opportunities not listed above.

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<b>BUDGETED</b>
Summer Professional Development Costs \$8,000 (PCSGP): 5000-5999 Services & Other Operating Expenses
Grantee Projects \$53,524 (JTF): 5000-5999 Services & Other Operating Expenses

<b>ESTIMATED ACTUAL</b>
5000-5999: \$8,000
5000-5999: \$53,000

Action

# 4

Actions/Services

<b>PLANNED</b>
<b>Facility Maintenance and Repair:</b> The Academy will ensure the safety of all students, staff, and visitors by making repairs as necessary and maintaining clean and safe conditions.

<b>ACTUAL</b>
The Academy has scored a 98% on its weekly FIT inspections. Repairs and maintenance costs were well below projected needs because of the high quality of the campus.

Expenditures

<b>BUDGETED</b>
Facility repair/maintenance: \$17,240 (base): 5000-5999 Services & Other

<b>ESTIMATED ACTUAL</b>
5000-5999: \$3,000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions and services were fully implemented with fidelity in an effort to maximize student growth for all students. Students are achieving academic success and growth. The actions/services directly supported the goal in that they were designed and implemented to ensure the goal was met and exceeded. The results of these actions/services proved them to be effective in their implementation.

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

All goals have been met and growth of students' achievement is demonstrated by attestation by all relevant stakeholders. One of the most effective actions has been the action item providing teachers with professional development, particularly on the Intellectual Virtues Education Model. We believe that this will be the one single action that will be most effective in helping the Academy to continuously improve.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All material differences are fully explained above under "Actuals". These differences are facility maintenance/repair (\$17,240 v. \$3,000) and software for humanities course (\$5,000 v. \$0).

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

We slightly modified this goal to include the language "The Academy supports student learning and achievement with an Intellectual Virtues Education Model" to more fully encompass the intent of this goal and our school. This modification can be found in Goal 1 on page 27 of the LCAP.

# Goal 2

## The Academy Will Ensure Excellent Teachers in Every Classroom.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

The Academy will retain, hire, and appropriately assign highly-qualified teachers and staff.

- 100% of teachers and staff will be appropriately assigned and NCLB highly-qualified. (Metric: % of appropriately-assigned NCLB teachers)
- Over 80% of students will report that the faculty is effective. (Metric: student surveys)
- Over 80% of students will report that their courses were challenging.
- Over 80% of parents will report that they are satisfied with the quality of instruction. (Metric: parent surveys)
- Over 80% of teachers will report that they are satisfied with the Academy. (Metric: teacher surveys)
- There will be less than 15% acceptance rate of incoming teachers. (Metric: number of teacher applicants divided by number of offers to join faculty)

#### ACTUAL

- 90%; our science class relied on a long-term substitute for part of the year
- 82% students report that the faculty is highly effective.
- 78% students report that their courses were challenging
- 90% parents report they are satisfied with the quality of instruction (results tentative until survey closes at end of academic year).
- Teacher survey performed at the end of the year, June 19, 2017.
- 4% acceptance rate of incoming teachers

### ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

**Highly-Qualified Teachers:**

Students at the Academy will receive instruction from appropriately-assigned, highly-qualified NCLB faculty, who are adept at meeting the needs of all students. Faculty hold high expectations for students, while offering high levels of engagement, encouragement, and support. They develop personal connections with students and foster an environment that values and respects individual differences. Faculty will utilize Understanding by Design to conduct backwards planning of curriculum and the formation of essential questions to guide the core curriculum. The learning activities instructors implement will teach and reinforce the skills and habits required for success in school and life. These instructional activities furthermore will provide flexibility so that students have the opportunity to learn in ways that are meaningful to them.

**Educational Support Personnel:**

The Academy will provide highly-qualified educational support personnel (EL Coordinator, SpEd instructor, other SpEd support) to implement differentiation based on student need, including placement in intervention support classes (ELD and ELA/Math), credit recovery/remediation and other RTI supports, through continuous monitoring of instruction and student achievement data.

ACTUAL

We have hired an exceptional group of founding teachers, who challenge our students and hold expectations for them beyond what our students are used to and what is typical in public schools. Moreover, our classrooms are highly interactive: students report on engagement survey metrics that their classrooms are interactive at levels well beyond the 75% percentile on such research-backed measures. This is in no small part due to our classrooms being supportive, safe, and respectful places where individuals feel free to be themselves. Our teachers keep as the core of their mission in the classroom to foster those dispositions – e.g. curiosity, tenacity, humility -- that will be key to the lifelong success of our students. While our staff is appropriately assigned and highly qualified, for part of the year the Academy had to rely on a long-term substitute for the science class. Salaries are less than budgeted because we had less students than projected last June.

We hired a SpEd instructor, as well as an EL and SpEd Coordinator who was our Director of Instruction. We also had a part-time paraprofessional, and scheduled additional support throughout most of the classes to help provide the support necessary for our EL, SpEd, and low performing populations. Integrated into the curriculum was a full-time intervention course and a part-time RTI course. Credit recovery courses were not necessary this year since this was our first year.

Expenditures

BUDGETED

Teacher Salaries  
\$422,500 (\$80k JTF; rest base): 1000-1999 Certificated Salaries

ESTIMATED ACTUAL

1000-1999: \$225,518

Instructional Aide Salaries \$40,320  
(supplemental): 2000-2999

2000-2999: \$10,000

Action **2**

Actions/Services

PLANNED

**Human Resources/Administrative Support:**  
The Human Resources/Administrative Support Staff is dedicated to the recruitment and retention of a quality workforce in support of student success. The goal of the Human Resources Support Staff is to provide excellent service and to build a team of professionals who are passionate about the success of students, and who are willing to dedicate the necessary time and resources to meet the needs of the Academy's diverse and unique community.

ACTUAL

We hired a part-time Operations Officer at 0.6 FTE, who served as our Human Resource Support Staff. We also hired a part-time office clerk. Because we had less students than planned, we did not need as many hours from our office assistant.

Expenditures

BUDGETED

Director of Operations Salary \$30,000 FTE  
0.5 (JTF): 2000-2999 Classified Salaries  
  
Office Assistant Salary \$32,640 (JTF):  
2000-2999 Classified Salaries

ESTIMATED ACTUAL

2000-2999: \$36,000  
  
2000-2999: \$9,000

Action **3**

Actions/Services

PLANNED

**SIS:**  
The Academy will utilize Illuminate student information system to support data-driven

ACTUAL

We acquired Illuminate this year and were able to cut our costs in half since we split the costs with our affiliated middle school.

Expenditures

Instruction and differentiated instructional strategies.

**BUDGETED**  
  
SIS costs \$14,400 (\$7.5k PCSGP; \$3k JTF; \$3.9 base): 5000-5999 Operating Expenses and Services

**ESTIMATED ACTUAL**  
  
5000-5999: \$9,200

## ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and services were fully implemented with fidelity in an effort to maximize student growth for all students. Students are achieving academic success and growth. The actions/services directly supported the goal in that they were designed and implemented to ensure the goal was met and exceeded. The results of these actions/services proved them to be effective in their implementation.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We consider our teachers and supporting staff to be the highlight of our program. Students, parents, and administrators agree that our academic program rests on the dedication and effectiveness of our teachers to deliver an intellectual virtues model of education.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	All material changes are explained above under "Actuals." The main theme is that costs were reduced from budgeted because we had less students than planned in June when last year's LCAP was submitted lowering our expenditures for staffing. Also, we acquired Illuminate this year and were able to cut our costs in half since we split the costs with our affiliated middle school.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There was a modification made to include that The Academy will provide highly-qualified educational support personnel (EL Coordinator, SpEd instructor, other SpEd support) to implement differentiation based on student need, including placement in intervention support classes (ELD and ELA/Math), credit recovery/remediation and other RTI supports, through continuous monitoring of instruction and student achievement data. This contributes to meeting the increased or improved student services requirement.

# Goal 3

## The Academy Will Prepare Students for College and Career.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- 100% of students will be enrolled in an UC “a-g” required course curriculum. (Metric: course enrollment data, Master schedule)
- 100% of students will be instructed using state adopted ELA and Math academic and performance standards. (Metric: % of students instructed using state-adopted ELA and Math standards)
- Students will demonstrate a mastery of grade-level standards and designated outcome goals in the areas of English Language Arts, mathematics, science, and physical education. The 2016-17 school year results will serve as a baseline. (Metric: benchmark and state assessments, report cards, student records.)
- 100% of students will have access to highly-effective learning material. (Metric: SARC, % of students with access to effective standards-aligned materials, teacher surveys)
- The Academy will provide appropriate and comprehensive interventions, based on Response to Intervention model, to support student who are struggling to achieve. (Metric: documentation of interventions)
- The Academy will provide an intervention period three days per week for all 9th graders (Writing Lab) (Metric: Course

#### ACTUAL

100% of students were enrolled in an UC “a-g” required course curriculum.

100% of students were instructed using state adopted ELA and Math academic and performance standards.

End of the year assessments have not yet been completed. NWEA benchmark scores established in the first semester are 25% proficient for math; 38% for reading; and 35% for writing.

100% of students had access to highly effective learning material.

100% implemented appropriate and comprehensive interventions; we offered a full-time intervention course through our Writing Lab as well as academic Saturday schools three times a month and study halls after school; 95% of parents agree we offer adequate academic support

100%, Academy provided an intervention period three days per week for



<p>enrollment/master schedule)</p> <ul style="list-style-type: none"> <li>English Learners will progress at least one grade level on the CELDT/ELPAC each year. EL reclassification rate benchmarks will be established at the end of 2016-17. (Metric: CELDT/ELPAC)</li> <li>All students will meet or exceed surrounding comparable schools EL proficiency and reclassification rates. (Metric: CELDT, reclassification rates baseline established in 2016-17)</li> <li>All students will have access to Physical Education classes.</li> <li>The Academy will ensure all grades have exposure to a wide variety of enrichment opportunities (Metric: calendar of field trips/excursions, master schedule)</li> <li>The Academy will close the 'achievement gap' with standardized test score data demonstrating a pattern of raised achievement over time for traditionally underserved minority students. (Metric: standardized test scores)</li> <li>The Academy will hire and retain a college counselor to provide guidance and support for all students.</li> </ul>	<p>all 9th graders.</p> <p>CELDT benchmarks were set in the first semester 2016-17, with following determination for reclassification to occur at the end of the year.</p> <p>CELDT benchmarks were set in the first semester 2016-17, with following determination for reclassification to occur at the end of the year.</p> <p>100% of students took Physical Education classes.</p> <p>3 sports; 6 other extracurricular activities were established this year. 57% of our student population participated in at least one sport; 74% participated in at least one extracurricular activity; 60% participated in at least one trip/excursion (100% had the opportunity).</p> <p>Baselines have been established, see NWEA above.</p> <p>100%, College counselor hired to provide guidance and support for all students.</p>
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**ACTIONS / SERVICES**

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

Action	1	
Actions/Services	<p><b>PLANNED</b></p> <p><b>College Counselor:</b> A licensed counselor and credentialed guidance counselor will serve as the Academy's college counselor and, more generally, oversee student services. The</p>	<p><b>ACTUAL</b></p> <p>The position was filled almost a year before school began. While the college counselor has yet to build the relationships identified, this is a goal of increasing importance as we grow beyond 9<sup>th</sup> grade next year. In addition, our SpEd instructor is a</p>

Expenditures

college counselor will build relationships with colleges, universities, technical schools, businesses, training programs, and other post-secondary college and career oriented organizations to serve the needs of current and graduating students.

licensed counselor.

**BUDGETED**  
  
Director of Community Engagement  
\$80,000 (\$20,238 JTF; \$59,762k supplemental): 1000-1999 Certificated Salaries

**ESTIMATED ACTUAL**  
  
2000-2999: \$80,000

Action

## 2

Actions/Services

**PLANNED**  
  
**Interventions:**

- For students identified as low-achieving, an SST team meeting will be scheduled within three weeks to develop a plan of action identifying specific responsibilities and actions.
- The student's teacher/s will take specific measures to differentiate the curriculum and instruction for the student in ways that are sensitive to the student's needs and are likely to increase student performance.
- The student's Advisor will check in with the student on a weekly basis regarding his or her performance in the areas in question and will personally strategize additional ways of helping the student achieve

**ACTUAL**  
  
In addition to a parent conference with advisor, instructor, and Director of Instruction with every student, the Academy has held 12 Academic Intervention Plan conferences that include students, parents, instructors, and directors. These conferences identify specific responsibilities and actions.  
  
While the Academy has done a good job of providing differentiation for our lower performing student populations, we continue to seek growth in providing differentiated instruction for our higher performing students.  
  
Our Advisors do not check in weekly. Instead, we have relied on weekly conferences overseen by Director of Instruction with students who recently missed assignments and/or having failing classes, and an after-school study hall (see below) to provide individualized strategies.

success. This may include strategies related to organization and time-management.

- The Academy may utilize prescriptive/diagnostic software such as standards-aligned program, Achieve 3000 for increasing lexile levels and SAT/ACT vocabulary and Revolution Prep to increase basic math literacy.
- As needed, Academy aides will supervise after-school study hall to provide additional support to struggling students.

We used LightSail for a semester to provide differentiated ELA support, but we were not satisfied with the results, and thus did not use it the second semester. Instead the second semester, we used differentiated and prescriptive hard copy versions of novels.

Our teachers staff our after-school study hall four out five days a week for an hour to an hour and a half. Additionally, our Director of Instruction supervises an academic Saturday school, held three Saturdays every month.

**BUDGETED**

Administrator Salaries \$155,000 (\$92k JTF; \$35k supplemental; \$28k base):  
1000-1999 Certificated Salaries

Teacher Salaries  
\$422,500 (\$80k JTF; rest base):  
1000-1999 Certificated Salaries

Instructional Aide Salaries \$40,320  
(supplemental): 2000-2999 Classified Salaries

Software \$9,000 (base): 4000-4999  
Books & Supplies

Special Education Consulting \$60,000  
(base): 5000-5999 Operating Expenses & Services

**ESTIMATED ACTUAL**

1000-1999: \$68,478; Director of Curriculum and Instruction  
[2000-2999: \$80,000; Director of Community Engagement]

1000-1999: \$225,518

2000-2999: \$10,000

4000-4999: \$12,483

5000-5999: \$29,000  
[2000-2999: \$39,000, SPED Instructor]

Expenditures

Action

3

Actions/Services

**PLANNED**

**Assessments:**  
The Academy will utilize internal benchmark Assessments (e.g., NWEA MAPS) at least twice a Year to track student growth in order to inform instruction and ensure external growth targets are met annually.

The Academy will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments.

**ACTUAL**

100%, second NWEA MAPS testing scheduled for the end of the year.

All students and staff have computers, and utilize online software such as Illuminate, Google Classrooms, to deliver content and monitor student achievement.

Expenditures

**BUDGETED**

Assessment \$4,200 (base): 4000-4999 Supplies

**ESTIMATED ACTUAL**

4000-4999: \$10,755

Action

# 4

Actions/Services

**PLANNED**

**Materials:**  
The Academy purchases and maintains textbooks, supplies, technology, and supplemental instructional materials that are effective in supporting student learning.

**ACTUAL**

100% implemented. The Academy maintains a 1-to-1 computer-to-student ratio with online textbooks available to all students (150 more computers were purchased for future usage). Additionally, all students have access to instructional supplemental materials. We have increased our technology consultation budget to ensure our technology infrastructure is efficiently maintained, and applied for eRate funding for expanded infrastructure next year. We also increased it because we did not hire an additional operations personnel.

Expenditures

**BUDGETED**

Student Supplies \$27,000 (PCSGP):  
4000-4999 Books & Supplies

**ESTIMATED ACTUAL**

4000-4999: \$24,488

Textbooks and other Books \$39,000 (PCSGP): 4000-4999 Books & Supplies	4000-4999: \$76,881
Student computers \$21,000 (PCSGP): 4000-4999 Books & Supplies	4000-4999: \$64,000
Technology Consultation \$10,000 (base) 5000-5999 Operating Cost & Services	5000-5999: \$35,132

Action

# 5

Actions/Services

<p><b>PLANNED</b></p> <p><b>Enrichment Opportunities:</b> The Academy will ensure all grades have exposure to a wide variety of enrichment opportunities, and college-preparatory courses, including opportunities to engage in arts, world languages, technology and field trips/excursions in the community.</p>	<p><b>ACTUAL</b></p> <p>3 sports; 6 other extracurricular activities were established this year. 57% of our student population participated in at least one sport; 74% participated in at least one extracurricular activity; 85% participated in at least one trip/excursion. Additionally, all students are provided an A-G curriculum that will include world languages next year and art the following year.</p> <p>Because we had far fewer students than budgeted for this LCAP, our actual costs to provide these opportunities have been far lower.</p>
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Expenditures

<p><b>BUDGETED</b></p> <p>Cost of Enrichment Opportunities: \$21,000 (base): 5000-5999 Operating Expenses &amp; Other Services</p> <p>Teacher stipends \$35,000 (base): 1000-1999 Teacher Salaries</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>5000-5999: \$13,400</p> <p>1000-1999: \$1,500</p>
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**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and services were fully implemented with fidelity in an effort to maximize student preparation for college and career. Students are achieving academic success and growth. The actions/services directly supported the goal in that they were designed and implemented to ensure the goal was met and exceeded. The results of these actions/services proved them to be effective in their implementation.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	All goals have been met and growth of students' achievement is demonstrated by attestation by all relevant stakeholders. 100% of the students took an a-g college preparatory curriculum. These courses are taught by excellent teachers whose effectiveness stand out from peer schools.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	All material changes are explained above under "Actuals." The main theme is that costs were reduced from budgeted because we had less students than plan in June when last year's LCAP was submitted.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were some additional Actions/Services added to Goal 3 and these contribute to meeting the increased or improved student services requirement. These modifications can be found in the LCAP on pages 44 to 49.

<b>Goal 4</b>	<b>The Academy Will Foster a Sense of Community.</b>
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State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10
---	---

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

<ul style="list-style-type: none"> <li>Parents will report being satisfied with the school. The 2016-17 school year will serve as a baseline with an ultimate goal of 100% satisfaction, increasing 2-3% annually. (Metric: parent survey)</li> <li>The Academy will achieve 80% on surveys regarding school connectedness. (Metric: student, parent, and teacher surveys)</li> <li>Parents will attend school events. The 2016-17 school year will serve as a baseline with an ultimate goal of 100% satisfaction, increasing 2-3% annually. (Metric: parent survey, meeting sign-ins)</li> <li>Students will participate in extracurricular activities. The 2016-17 school year will serve as a baseline with an ultimate goal of 80% participation in at least one activity, increasing 2-3% annually. (Metric: club/team sign-ins)</li> </ul>	<p>85% parents were “overall satisfied” with the Academy.</p> <p>92% of students reported connectedness to the Academy. 100% of parents felt “welcomed” by the Academy. Teacher surveys will be conducted later this year.</p> <p>86% parent participation in at least one school event. 90% parent satisfaction with school events.</p> <p>3 sports; 6 other extracurricular activities were established this year. 57% of our student population participated in at least one sport; 74% participated in at least one extracurricular activity.</p>
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ACTIONS / SERVICES

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

<p>Action <b>1</b></p> <p>Actions/Services</p>	<p><b>PLANNED</b></p> <p><b>Communications/Outreach:</b> The Academy will encourage parental involvement through frequent and clear communications (in English and in Spanish) about school meetings</p>	<p><b>ACTUAL</b></p> <p>The Academy’s bilingual communications are excellent, communicating with parents on a bi-weekly basis through emails and newsletters. In addition, the Academy operates an</p>
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and events. The school will use multiple modes of communication: its website, parent portal, email, newsletters, annual Handbook and an annual calendar of meetings and events.

All parents will be encouraged to run for elected positions on the Leadership Council and School Site Council, and to attend meetings of these groups.

updated and information rich website, complete with access to Illuminate so that parents can track student's academic progress on a weekly basis. Moreover, we annually distribute our Family Handbook and annual calendar.

We were not a Title I school, and we did not set up a Leadership Council or School Site Council.

**BUDGETED**

Communication costs: outreach, website, newsletters, mailers \$36,840 (base): 5000-5999 Operating Costs & Services

**ESTIMATED ACTUAL**

5000-5999: \$36,300

Expenditures

Action

**2**

**PLANNED**

**Extracurricular Opportunities:**  
The Academy will ensure that students will have opportunities to participate in a wide variety of extracurricular opportunities, including sports, arts, leadership.

**ACTUAL**

In our afterschool program, we offered four athletic sports/clubs (volleyball, basketball, cross country, and skateboarding), three arts clubs (theater, music production, and photography), one academic club (debate), and one leadership council.

Actions/Services

**BUDGETED**

Extracurricular costs \$22,000 (base): 5000-5999 Operating Services

**ESTIMATED ACTUAL**

5000-5999: \$13,400

Expenditures



## ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and services were fully implemented with fidelity in an effort to maximize student, parent, and staff sense of community. The Academy is an inviting place for students to learn and parents to participate in their child's education. The actions/services directly supported the goal in that they were designed and implemented to ensure the goal was met and exceeded. The results of these actions/services proved them to be effective in their implementation.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Parents, students, and staff all agree that we successfully established a sense of community. Our students love our school and our parents feel connected as evidenced by their survey responses.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Extracurricular expenses were lower because we had less students than planned.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We slightly modified this goal to include the language "by providing a safe, supportive, thoughtful and caring school environment" to more fully encompass the intent of this goal, the actions and services to meet the goal, and the culture of our school. Some Actions/Services were also added to address the suspension rate and can be found on page 58 to 61 of the LCAP.

## Stakeholder Engagement

LCAP Year

2017-18  2018-19  2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The Academy is committed to ensuring that meaningful stakeholder engagement is integral to developing an effective Local Control Accountability Plan. The Academy used a variety of methods, including meetings and other activities, for stakeholders to be involved in the process and provide input into the review of goals and metrics as well as proposed actions and services. We engaged in the following consultations:

- 100% parent involvement in November 17-21 discussing their child's engagement in academic program
- Follow up conversations with parents throughout the year regarding specific behavior and academic issues
- Parent survey end of the year, May 31
- Attendance at 24 community events throughout the year (e.g. Literacy Fair, Tree Planting)
- Weekly meetings with student leadership team
- End of the year student focus group meeting, May 12 (results shared at states of the school)
- Two state of the schools (one for parents May 17, one for students May 18)
- Three student surveys, January 27, April 27, and June 11
- Weekly staff meetings every Thursday
- Family events
- Bi-weekly newsletters
- Parent Academy to discuss health education, February 9
- Teacher survey at the end of the year, June 19
- Online presence at three different websites with parent feedback options
- Academic meetings with parent/teacher contributions during 20 Saturdays
- Speaking to parents at middle schools throughout the year on 70+ occasions

## IMPACT ON LCAP AND ANNUAL UPDATE

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

All Goals, Actions, and Services were endorsed for the 2017-2020 LCAP by Academy stakeholders. One of the earliest impacts in consultation with staff and students was to increase funding for our current year facility plan, which included acquiring outdoor space for lunch and PE, and changing classroom acoustics. It has also effected how we approach our two-year facility plan for classroom buildout and outdoor access. Additionally, our consultations with all parties, including members of the community, yielded a need to increase funding for after school options, including academic programming, sports, and other extracurriculars. Our consultations with students, parents, and teachers have effected staffing, including a need to increase teacher aides as well as impacting teacher evaluations.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New                       Modified                       Unchanged

### Goal 1

**The Academy supports student learning and achievement with an Intellectual Virtues Education Model.**

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

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

#### Identified Need

- To provide Academy students with an effective, comprehensive educational program that develops and fosters the necessary skills for success in school and in life;
- To cultivate intellectual virtues to position students to succeed in post-secondary school and become active and engaged members of the 21<sup>st</sup> century community and workplace;
- To provide access to a challenging and broad curriculum that values and educates the whole student, while developing traditional academic skills.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of teachers who participate in professional development	98% estimated attendance at professional development	Maintain	Maintain	Maintain
Documentation of professional	Vouchers and expense reports. Materials from	Adding measures of implementation of	Maintain	Maintain

development	conferences. PD sign-in sheets.	skills/strategies in the classroom.		
Master schedule	The Academy will provide the humanities course, Introduction to Logic to all ninth grade students at the Academy.	Add one type of humanities course	Add one type of humanities course	Maintain
ADA	The attendance rate will be 94.5% or higher.	The attendance rate will be 94.5% or higher.	The attendance rate will be 95% or higher.	The attendance rate will be 95% or higher.
Chronic Absenteeism Rates	Chronic absenteeism: 4.7%	Maintain chronic absenteeism: at or below 4.7%	Maintain chronic absenteeism: at or below 4.7%	Maintain chronic absenteeism: at or below 4.7%
Student surveys	92% of students report feeling safe on campus and will agree that the school is a supportive and inviting place to learn and.	Maintain	Maintain	Maintain
Class rosters	Average median class-size will be less than surrounding local schools.	Maintain	Maintain	Maintain

**PLANNED ACTIONS / SERVICES**

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
A year-long humanities course (Introduction to Philosophy) will be developed this year for all tenth-graders. This course will explore Big Questions of human existence. Throughout this course, students will utilize and build upon their intellectual virtue foundation from the freshman year to carefully reflect and examine deeper questions about life and existence. Rubrics tied to intellectual virtues will be developed, assessments as they related to the humanities course will be created, and testing is benchmarked to CCTST.  Ninth grade curriculum pacing, lessons, and	A year-long humanities course (Introduction to Ethics) will be developed this year for all eleventh-graders. This course will integrate psychology, intra- and inter- personal ethics, and sociology to explore subjects such as happiness, self-knowledge, relationships, and community obligations. Rubrics tied to intellectual virtues will be developed, assessments as they related to the humanities course will be created and testing is benchmarked to CCTST.	Refine all three humanities courses in terms of curriculum, instructional practice, rubrics, assessments, and interventions.

interventions aligned to CCSS will be fully implemented.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$13,000	Amount: \$13,000	Amount: \$13,000
Source: JTF	Source: LCFF	Source: LCFF
Budget Reference: Teacher Salary 1000-1999	Budget Reference: Teacher Salary 1000-1999	Budget Reference: Teacher Salary 1000-1999

**Action 2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

**Intellectual Virtues Assessment System:**  
The Center for Social Research has built an online character-based survey to collect character-based data about each student on a semiannual basis. The surveys have items pertaining to our five identified dimensions of

We will continue to collect data to populate to build out individualized student intellectual character profiles through the Intellectual Virtues Assessment System. We will utilize the character-based data to establish these character profiles, and explore ways in which

We will continue to collect data to populate to build out individualized student intellectual character profiles through the Intellectual Virtues Assessment System. We will utilize the character-based data to establish these character profiles, and explore ways in which

intellectual character growth: knowledge; judgment; ability; self-knowledge; and motivation. The items in the surveys are still a work in progress. But the present system is capable of generating an individualized "character report" for each student. We will continue to collect data to populate to build out individualized student intellectual character profiles.

these profiles can be used to inform targeted instruction.

these profiles can be used to inform targeted instruction.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$3,000	Amount: \$4,000	Amount: \$5,000
Source: Base	Source: Base	Source: Base
Budget Reference: 5000-5999 Student Assessments	Budget Reference: 5000-5999 Student Assessments	Budget Reference: 5000-5999 Student Assessments

Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
---------	---------	---------

New  Modified  Unchanged

**Professional Development:**

The Academy will provide numerous opportunities for professional development. This includes:

- Intensive onsite PD and coaching with the world’s leading expert in intellectual character and education, Dr. Ron Ritchhart of Harvard University’s Project Zero and author of the book “Intellectual Character: What It Is, Why It Matters and How to Get It” (2002)
- Three-day seminar during the summer for all high school faculty
- Coaching and PD from Jacquie Bryant, the principal of Intellectual Virtues Middle School
- Seminars on pedagogy and instructional techniques including differentiation, modeling, discussion, with opportunities to practice intellectual virtue classroom instruction, including a five-day seminar for all new including faculty
- Other opportunities not listed above.

New  Modified  Unchanged

**Professional Development:**

The Academy will provide numerous opportunities for professional development. This includes:

- Three-day seminar during the summer for all high school faculty
- Seminars on pedagogy and instructional techniques including differentiation, modeling, discussion, with opportunities to practice intellectual virtue classroom instruction, including a five-day seminar for all new including faculty
- Other opportunities not listed above.

New  Modified  Unchanged

**Professional Development:**

The Academy will provide numerous opportunities for professional development. This includes:

- Three-day seminar during the summer for all high school faculty
- Seminars on pedagogy and instructional techniques including differentiation, modeling, discussion, with opportunities to practice intellectual virtue classroom instruction, including a five-day seminar for all new including faculty
- Other opportunities not listed above.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$25,000	Amount	\$5,000	Amount	\$4,000
Source	JTF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999 Instructional Consultants	Budget Reference	5000-5999	Budget Reference	5000-5999



New

Modified

Unchanged

## Goal 2

**The Academy Will Ensure Excellent Teachers in Every Classroom.**

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

- To ensure the Academy hires and retain highly-qualified and fully credentialed teachers who engage in professional development to effect students achieving academic success;
- To provide and maintain updated and high-quality instructional materials including technology devices and infrastructure;
- To maintain and ensure a safe environment conducive to learning.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of teachers appropriately assigned and fully credentialed	100.0% of teachers appropriately assigned and fully credentialed	100.0% of teachers appropriately assigned and fully credentialed	100.0% of teachers appropriately assigned and fully credentialed	100.0% of teachers appropriately assigned and fully credentialed
% of students with access to effective standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials
Student surveys	Over 82% of students report that the faculty is highly effective.	Over 82% of students will report that the faculty is effective.	Over 82% of students will report that the faculty is effective.	Over 82% of students will report that the faculty is effective.

Student surveys	Over 78% of students report that their courses were challenging.	Over 78% of students will report that their courses were challenging.	Over 78% of students will report that their courses were challenging.	Over 78% of students will report that their courses were challenging.
Parent surveys	Over 90% of parents report that they are satisfied with the quality of instruction.	Over 95% of parents will report that they are satisfied with the quality of instruction.	Over 98% of parents will report that they are satisfied with the quality of instruction.	100% of parents will report that they are satisfied with the quality of instruction.
Teacher surveys	Over 70% of teachers will report that they are satisfied with the Academy.	Over 80% of teachers will report that they are satisfied with the Academy.	Over 90% of teachers will report that they are satisfied with the Academy.	Over 90% of teachers will report that they are satisfied with the Academy.
# of teacher applicants divided by number of offers to join faculty	4% acceptance rate of incoming teachers	4% acceptance rate of incoming teachers	5% acceptance rate of incoming teachers	5% acceptance rate of incoming teachers
School facilities are maintained in good repair; site inspection documentation	School facilities are maintained in good repair; 98% of items in compliance or good standing; Daily spot check and Site Inspection List: 100% compliance	School facilities are maintained in good repair; 98% of items in compliance or good standing; Maintain	School facilities are maintained in good repair; 98% of items in compliance or good standing; Maintain	School facilities are maintained in good repair; 98% of items in compliance or good standing; Maintain

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<p><input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p> <p>Students at the Academy will receive instruction from appropriately-assigned, fully credentialed NCLB faculty, who are adept at meeting the needs of all students. Faculty hold high expectations for students, while offering high levels of engagement, encouragement, and support. They develop personal connections with students and foster an environment that values and respects individual differences. Faculty will utilize Understanding by Design to conduct backwards planning of curriculum and the formation of essential questions to guide the core curriculum. The learning activities instructors implement will teach and reinforce</p>	<p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p> <p>Students at the Academy will receive instruction from appropriately-assigned, fully credentialed NCLB faculty, who are adept at meeting the needs of all students. Faculty hold high expectations for students, while offering high levels of engagement, encouragement, and support. They develop personal connections with students and foster an environment that values and respects individual differences. Faculty will utilize Understanding by Design to conduct backwards planning of curriculum and the formation of essential questions to guide the core curriculum. The learning activities instructors implement will teach and reinforce</p>	<p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p> <p>Students at the Academy will receive instruction from appropriately-assigned, fully credentialed NCLB faculty, who are adept at meeting the needs of all students. Faculty hold high expectations for students, while offering high levels of engagement, encouragement, and support. They develop personal connections with students and foster an environment that values and respects individual differences. Faculty will utilize Understanding by Design to conduct backwards planning of curriculum and the formation of essential questions to guide the core curriculum. The learning activities</p>

the skills and habits required for success in school and life. These instructional activities furthermore will provide flexibility so that students have the opportunity to learn in ways that are meaningful to them.

the skills and habits required for success in school and life. These instructional activities furthermore will provide flexibility so that students have the opportunity to learn in ways that are meaningful to them.

instructors implement will teach and reinforce the skills and habits required for success in school and life. These instructional activities furthermore will provide flexibility so that students have the opportunity to learn in ways that are meaningful to them.

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$317,000	Amount	\$654,660	Amount	\$1,015,660
	\$31,500		\$35,700		\$54,621
Source	JTF (\$80k); rest base	Source	Base	Source	Base
	Supplemental (\$9,100); rest base		Supplemental		Supplemental
Budget Reference	1000-1999 Teacher Salaries	Budget Reference	1000-1999	Budget Reference	1000-1999
	2000-2999 Instructional Aides		2000-2999		2000-2999

Action **2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18

New  Modified  Unchanged

The Academy will provide highly-qualified educational support personnel (EL Coordinator, SpEd instructor, other SpEd support) to implement differentiation based on student need, including placement in intervention support classes (ELD and ELA/Math), credit recovery/remediation and other RTI supports, through continuous monitoring of instruction and student achievement data.

2018-19

New  Modified  Unchanged

The Academy will provide highly-qualified educational support personnel (EL Coordinator, SpEd instructor, other SpEd support) to implement differentiation based on student need, including placement in intervention support classes (ELD and ELA/Math), credit recovery/remediation and other RTI supports, through continuous monitoring of instruction and student achievement data.

2019-20

New  Modified  Unchanged

The Academy will provide highly-qualified educational support personnel (EL Coordinator, SpEd instructor, other SpEd support) to implement differentiation based on student need, including placement in intervention support classes (ELD and ELA/Math), credit recovery/remediation and other RTI supports, through continuous monitoring of instruction and student achievement data.

BUDGETED EXPENDITURES

2017-18

Amount: \$31,500  
Source: Supplemental (\$9,100); rest base  
Budget Reference: 2000-2999 Instructional Aides

2018-19

Amount: \$35,700  
Source: Supplemental  
Budget Reference: 2000-2999

2019-20

Amount: \$54,621  
Source: Supplemental  
Budget Reference: 2000-2999

Action **3**

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

Students to be Served:  All  Students with Disabilities  [Specific Student Group(s)]  
Location(s):  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served:  English Learners  Foster Youth  Low Income  
Scope of Services:  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)  
Location(s):  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>The Human Resources/Administrative Support Staff is dedicated to the recruitment and retention of a quality workforce in support of student success. The goal of the Human Resources Support Staff is to provide excellent service and to build a team of professionals who are passionate about the success of students, and who are willing to dedicate the necessary time and resources to meet the needs of the Academy's diverse and unique community.</p>	<p>The Human Resources/Administrative Support Staff is dedicated to the recruitment and retention of a quality workforce in support of student success. The goal of the Human Resources Support Staff is to provide excellent service and to build a team of professionals who are passionate about the success of students, and who are willing to dedicate the necessary time and resources to meet the needs of the Academy's diverse and unique community.</p>	<p>The Human Resources/Administrative Support Staff is dedicated to the recruitment and retention of a quality workforce in support of student success. The goal of the Human Resources Support Staff is to provide excellent service and to build a team of professionals who are passionate about the success of students, and who are willing to dedicate the necessary time and resources to meet the needs of the Academy's diverse and unique community.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$37,800 \$25,000	<b>Amount</b> \$38,500 \$37,500	<b>Amount</b> \$39,500 \$50,000
<b>Source</b> JTF JTF	<b>Source</b> Base Base	<b>Source</b> Base Base
<b>Budget Reference</b> 2000-2999 Operations Officer 2000-2999 Administrative Ass't	<b>Budget Reference</b> 2000-2999 2000-2999	<b>Budget Reference</b> 2000-2999 2000-2999

Action **4**

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

Students to be Served    All    Students with Disabilities    [Specific Student Group(s)] \_\_\_\_\_

Location(s)    All schools    Specific Schools: \_\_\_\_\_    Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

The Academy will utilize Illuminate student information system to support data-driven Instruction and differentiated instructional strategies.

The Academy will utilize Illuminate student information system to support data-driven Instruction and differentiated instructional strategies.

The Academy will utilize Illuminate student information system to support data-driven Instruction and differentiated instructional strategies.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount 10,000

Amount 10,200

Amount 10,404

Source Base

Source Base

Source Base

Budget Reference 5000-5999 SIS

Budget Reference 5000-5999

Budget Reference 5000-5999

Action **5**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners    Foster Youth    Low Income

Scope of Services

LEA-wide    Schoolwide   **OR**    Limited to Unduplicated Student Group(s)

Location(s)

All schools    Specific Schools: \_\_\_\_\_    Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New    Modified    Unchanged

The Academy will ensure the safety of all students, staff, and visitors by making repairs as necessary and maintaining clean and safe conditions.

**2018-19**

New    Modified    Unchanged

The Academy will ensure the safety of all students, staff, and visitors by making repairs as necessary and maintaining clean and safe conditions.

**2019-20**

New    Modified    Unchanged

The Academy will ensure the safety of all students, staff, and visitors by making repairs as necessary and maintaining clean and safe conditions.

BUDGETED EXPENDITURES

**2017-18**

Amount   \$3,000

Source   Base

Budget Reference   5000-5999 Maintenance

**2018-19**

Amount   \$6,232

Source   Base

Budget Reference   5000-5999

**2019-20**

Amount   \$8,756

Source   Base

Budget Reference   5000-5999

New    Modified    Unchanged

**Goal 3**

**The Academy will prepare students for college and career.**

State and/or Local Priorities Addressed by this goal:

STATE    1    2    3    4    5    6    7    8  
COE    9    10  
LOCAL   \_\_\_\_\_



Identified Need

- To prepare graduates who are equipped with 21<sup>st</sup> century skills and are college and career ready.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Course enrollment data, Master schedule	100% of students enrolled in an UC “a-g” required course curriculum.	100% of students enrolled in an UC “a-g” required course curriculum.	100% of students enrolled in an UC “a-g” required course curriculum.	100% of students enrolled in an UC “a-g” required course curriculum. 15% dual Enrollment college credit courses
% of students instructed using state-adopted ELA and Math standards	100% of students will be instructed using state adopted ELA and Math academic and performance standards.	100% of students will be instructed using state adopted ELA and Math academic and performance standards.	100% of students will be instructed using state adopted ELA and Math academic and performance standards.	100% of students will be instructed using state adopted ELA and Math academic and performance standards.
Benchmark and state assessments, report cards, student records, NWEA MAP, SBAC Students will demonstrate growth in mastery of grade-level standards and designated outcome goals in the areas of English Language Arts, mathematics, science, and physical education.	NWEA MAP Proficiency Rates 9 <sup>th</sup> grade cohort: 25% for math; 38% for reading; and 35% for writing  Science and PE benchmarks to be established at end of the year.  % making adequate progress toward graduation (established at end of year)	30% for math; 42% for reading; and 39% for writing  2%-4% increase in science and PE  Anticipated 10% increased growth in students making adequate progress toward graduation	34% for math; 45% for reading; and 43% for writing  2%-4% increase in science and PE  Anticipated 8% increased growth in students making adequate progress toward graduation	38% for math; 48% for reading; and 46% for writing  2%-4% increase in science and PE  Anticipated 6% increased growth in students making adequate progress toward graduation  SBAC benchmarks established
AP exam passage rate	N/A	N/A	AP exam passage rate of 40%	Increase AP passage rate by 3%

EAP passage rate	N/A	N/A	EAP passage rate of 41% in ELA and 27% in math	EAP passage rate of 43% in ELA and 29% in math
Documentation of interventions	100% of students provided appropriate and comprehensive interventions, based on Response to Intervention model, to support student who are struggling to achieve.	100% of students will be provided appropriate and comprehensive interventions, based on Response to Intervention model, to support student who are struggling to achieve.	100% of students will be provided appropriate and comprehensive interventions, based on Response to Intervention model, to support student who are struggling to achieve.	100% of students will be provided appropriate and comprehensive interventions, based on Response to Intervention model, to support student who are struggling to achieve.
Course enrollment/master schedule	The Academy provided an intervention period three days per week for all 9th graders	The Academy will provide an intervention period three days per week available for all students	The Academy will provide an intervention period three days per week available for all students	The Academy will provide an intervention period three days per week available for all students
CELDT/ELPAC	English Learners will progress at least one proficiency level on the CELDT/ELPAC each year.	English Learners will progress at least one proficiency level on the CELDT/ELPAC each year.	English Learners will progress at least one proficiency level on the CELDT/ELPAC each year.	English Learners will progress at least one proficiency level on the CELDT/ELPAC each year.
CELDT, reclassification rates	All students will meet or exceed surrounding comparable schools EL proficiency and reclassification rates.	All students will meet or exceed surrounding comparable schools EL proficiency and reclassification rates.	All students will meet or exceed surrounding comparable schools EL proficiency and reclassification rates.	All students will meet or exceed surrounding comparable schools EL proficiency and reclassification rates.
Standardized test scores	The Academy will close the 'achievement gap' with standardized test score data demonstrating a pattern of raised achievement over time for traditionally underserved minority students.	The Academy will close the 'achievement gap' with standardized test score data demonstrating a pattern of raised achievement over time for traditionally underserved minority students.	The Academy will close the 'achievement gap' with standardized test score data demonstrating a pattern of raised achievement over time for traditionally underserved minority students.	The Academy will close the 'achievement gap' with standardized test score data demonstrating a pattern of raised achievement over time for traditionally underserved minority students.
Graduation rate	N/A	N/A	N/A	90%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
A licensed counselor and credentialed guidance counselor will serve as the Academy's college counselor and, more generally, oversee student services. The college counselor will build relationships with colleges, universities, technical schools, businesses, training programs, and other post-secondary college and career oriented organizations to serve the needs of current and graduating students.	A licensed counselor and credentialed guidance counselor will serve as the Academy's college counselor and, more generally, oversee student services. The college counselor will build relationships with colleges, universities, technical schools, businesses, training programs, and other post-secondary college and career oriented organizations to serve the needs of current and graduating students.	A licensed counselor and credentialed guidance counselor will serve as the Academy's college counselor and, more generally, oversee student services. The college counselor will build relationships with colleges, universities, technical schools, businesses, training programs, and other post-secondary college and career oriented organizations to serve the needs of current and graduating students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$81,600	Amount	\$83,232	Amount	\$84,897
Source	JTF (\$40,800); rest supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999 Administrative Salary	Budget Reference	2000-2999	Budget Reference	2000-2999

Action **2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>The Academy provides additional staffing to support our Director of Student Services (Community Engagement), whose job is to address the academic and non-academic needs of these students. We will do this three ways: adding 1-2 non-paid interns, increasing the salary of her direct report, and adding support staff.</p>	<p>The Academy provides additional staffing to support our Director of Student Services (Community Engagement), whose job is to address the academic and non-academic needs of these students.</p>	<p>The Academy provides additional staffing to support our Director of Student Services (Community Engagement), whose job is to address the academic and non-academic needs of these students.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$17,315	Amount	\$17,665	Amount	\$18,025
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999 Office Staff	Budget Reference	2000-2999 Office Staff	Budget Reference	2000-2999 Office Staff

Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Our teachers staff our after-school study hall four out of five days a week for an hour to an hour and a half. Additionally, our Director of Instruction supervises an academic Saturday school, held three Saturdays every month.</p> <p>The Academy will also provide tutoring in ELA, Math, and Science after school.</p>	<p>Our teachers staff our after-school study hall four out of five days a week for an hour to an hour and a half. Additionally, our Director of Instruction supervises an academic Saturday school, held three Saturdays every month.</p> <p>The Academy will also provide tutoring in ELA, Math, and Science after school.</p>	<p>Our teachers staff our after-school study hall four out of five days a week for an hour to an hour and a half. Additionally, our Director of Instruction supervises an academic Saturday school, held three Saturdays every month.</p> <p>The Academy will also provide tutoring in ELA, Math, and Science after school.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$15,883	Amount	\$32,733	Amount	\$50,783
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999 Teacher Salaries	Budget Reference	1000-1999 Teacher Salaries	Budget Reference	1000-1999 Teacher Salaries

Action **4**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Counselor will monitor RFEP students to help ensure academic success in meeting grade level CCSS.	Counselor will monitor RFEP students to help ensure academic success in meeting grade level CCSS.	Counselor will monitor RFEP students to help ensure academic success in meeting grade level CCSS.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$81,600	Amount	\$83,232	Amount	\$84,897
Source	JTF (\$40,800); rest supplemental	Source	Supplemental	Source	Supplemental

Budget Reference

2000-2999 Administrative Salary

Budget Reference

2000-2999

Budget Reference

2000-2999

### Action 5

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Foster youth will have a staff member who will help them throughout the year. This staff member will be a licensed LMFT.

**2018-19**

New  Modified  Unchanged

Foster youth will have a staff member who will help them throughout the year. This staff member will be a licensed LMFT.

**2019-20**

New  Modified  Unchanged

Foster youth will have a staff member who will help them throughout the year. This staff member will be a licensed LMFT.

### BUDGETED EXPENDITURES

**2017-18**

Amount \$81,600

Source JTF (\$40,800); rest supplemental

Budget Reference 2000-2999 Administrative Salary

**2018-19**

Amount \$83,232

Source Supplemental

Budget Reference 2000-2999

**2019-20**

Amount \$84,897

Source Supplemental

Budget Reference 2000-2999

### Action 6

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a quality instructional program for <b>second language learners</b> , with effective materials, appropriately trained and credentialed staff and appropriate and timely assessments in a safe and caring environment.	Provide a quality instructional program for <b>second language learners</b> , with effective materials, appropriately trained and credentialed staff and appropriate and timely assessments in a safe and caring environment.	Provide a quality instructional program for <b>second language learners</b> , with effective materials, appropriately trained and credentialed staff and appropriate and timely assessments in a safe and caring environment.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$15,883	Amount: \$32,733	Amount: \$50,783
Source: Base	Source: Base	Source: Base
Budget Reference: 1000-1999 Teacher Salaries	Budget Reference: 1000-1999 Teacher Salaries	Budget Reference: 1000-1999 Teacher Salaries

Action **7**

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



Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a <b>responsive intervention program</b> for struggling students, particularly socioeconomically disadvantaged, second language, special education, foster youth, and underserved populations, with effective materials, appropriately trained and credentialed staff and appropriate and timely assessments in a safe and caring environment.	Provide a <b>responsive intervention program</b> for struggling students, particularly socioeconomically disadvantaged, second language, special education, foster youth, and underserved populations, with effective materials, appropriately trained and credentialed staff and appropriate and timely assessments in a safe and caring environment.	Provide a <b>responsive intervention program</b> for struggling students, particularly socioeconomically disadvantaged, second language, special education, foster youth, and underserved populations, with effective materials, appropriately trained and credentialed staff and appropriate and timely assessments in a safe and caring environment.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$15,883	Amount: \$32,733	Amount: \$50,783
Source: Base	Source: Base	Source: Base
Budget Reference: 1000-1999 Teacher Salaries	Budget Reference: 1000-1999 Teacher Salaries	Budget Reference: 1000-1999 Teacher Salaries

Action **8**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>The Academy will utilize internal benchmark Assessments (e.g., NWEA MAPS) at least twice a year to track student growth in order to inform instruction and ensure external growth targets are met annually.</p> <p>The Academy will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments.</p>	<p>The Academy will utilize internal benchmark Assessments (e.g., NWEA MAPS) at least twice a year to track student growth in order to inform instruction and ensure external growth targets are met annually.</p> <p>The Academy will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments.</p>	<p>The Academy will utilize internal benchmark Assessments (e.g., NWEA MAPS) at least twice a year to track student growth in order to inform instruction and ensure external growth targets are met annually.</p> <p>The Academy will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p><b>Amount</b> \$3,000</p> <p>\$2,000</p> <p><b>Source</b> Base</p> <p>Base</p>	<p><b>Amount</b> \$5,550</p> <p>\$4,000</p> <p><b>Source</b> Base</p> <p>Base</p>	<p><b>Amount</b> \$7,950</p> <p>\$5,000</p> <p><b>Source</b> Base</p> <p>Base</p>

Budget Reference 5000-5999 Student Assessments  
4000-4999 Computers

Budget Reference 5000-5999  
4000-4999

Budget Reference 5000-5999  
4000-4999

Action **9**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income  
Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The Academy purchases and maintains textbooks, supplies, technology, and supplemental instructional materials that are effective in supporting student learning.	The Academy purchases and maintains textbooks, supplies, technology, and supplemental instructional materials that are effective in supporting student learning.	The Academy purchases and maintains textbooks, supplies, technology, and supplemental instructional materials that are effective in supporting student learning.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$36,000	Amount \$90,375	Amount \$100,750
\$30,000	\$40,000	\$45,000
Source Base	Source Base	Source Base

	Base		Base		Base
Budget Reference	4000-4999 Books, Supplies, Computers	Budget Reference	4000-4999	Budget Reference	4000-4999
	5000-5999 Technology Services		5000-5999		5000-5999

Action **10**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The Academy will ensure all grades have exposure to a wide variety of enrichment opportunities, and college-preparatory courses, including opportunities to engage in arts, world languages, technology and field trips/excursions in the community.	The Academy will ensure all grades have exposure to a wide variety of enrichment opportunities, and college-preparatory courses, including opportunities to engage in arts, world languages, technology and field trips/excursions in the community.	The Academy will ensure all grades have exposure to a wide variety of enrichment opportunities, and college-preparatory courses, including opportunities to engage in arts, world languages, technology and field trips/excursions in the community.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$15,000	Amount \$27,500	Amount \$39,750

	\$6,530		\$10,561		\$15,592
Source	Base	Source	Base	Source	Base
	Base		Base		Base
Budget Reference	5000-5999 Enrichment and Excursions	Budget Reference	5000-5999	Budget Reference	5000-5999
	1000-1999 Teacher Stipends		1000-1999		1000-1999

New
  Modified
  Unchanged

## Goal 4

**The Academy will foster a sense of community by providing a safe, supportive, thoughtful and caring school environment.**

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

- To ensure Academy, families, staff, and community organizations collaborate and work together for the benefit of students.
- To maintain Academy support by families and community members.
- To encourage and maintain parental involvement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension and expulsion records	Suspension rate at less than 19% school-wide	Suspension rate at less than 14% school-wide	Suspension rate at less than 9% school-wide	Suspension rate at less than 7% school-wide

	Expulsion rate at 0%	Maintain expulsion rate at 0%	Maintain expulsion rate at 0%	Maintain expulsion rate at 0%
High school drop out rate	0% drop out rate	Maintain 0% drop out rate	Maintain 0% drop out rate	Maintain 0% drop out rate
Parent survey	85% parents report being satisfied with the school.	88% parents report being satisfied with the school.	91% parents report being satisfied with the school.	93% parents report being satisfied with the school.
School connectedness on student, parent, and teacher surveys	92% on student surveys regarding school connectedness. 94% on parent surveys regarding school connectedness. Teacher survey benchmarks established at the end of the year.	92% on student surveys regarding school connectedness. 94% on parent surveys regarding school connectedness. 85% on teacher survey regarding school connectedness.	92% on student surveys regarding school connectedness. 94% on parent surveys regarding school connectedness. 90% on teacher survey regarding school connectedness.	92% on student surveys regarding school connectedness. 94% on parent surveys regarding school connectedness. 90% on teacher survey regarding school connectedness.
School safety on student, parent, and teacher surveys	92% on student surveys regard the school as safe. 100% on parent surveys regard the school as safe. Teacher survey benchmarks established at the end of the year.	92% on student surveys regard the school as safe. 100% on parent surveys regard the school as safe. 85% on teacher survey regard school as safe.	92% on student surveys regard the school as safe. 100% on parent surveys regard the school as safe. 90% on teacher survey regard school as safe.	92% on student surveys regard the school as safe. 100% on parent surveys regard the school as safe. 90% on teacher survey regard school as safe.
Attendance records at meetings, events, and seminars	Attendance of 86% parents and other family members at events that were organized by the school. 90% parents report being satisfied with events.	Maintain attendance of 86% parents and other family members at events that were organized by the school. Maintain 90% parents report being satisfied with events.	Maintain attendance of 86% parents and other family members at events that were organized by the school. Maintain 90% parents report being satisfied with events.	Maintain attendance of 86% parents and other family members at events that were organized by the school. Maintain 90% parents report being satisfied with events.
Club/team sign-ins	Students will participate in extracurricular activities. 74% participation in at least one activity.	Maintain 74% participation in at least one activity.	Maintain 74% participation in at least one activity.	Maintain 74% participation in at least one activity.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>The Academy's bilingual communications are excellent, communicating with parents on a bi-weekly basis through emails and newsletters. In addition, the Academy operates an updated and information rich website, complete with access to Illuminate so that parents can track student's academic progress on a weekly basis. Moreover, we annually distribute our Family Handbook and annual calendar.</p>	<p>The Academy's bilingual communications are excellent, communicating with parents on a bi-weekly basis through emails and newsletters. In addition, the Academy operates an updated and information rich website, complete with access to Illuminate so that parents can track student's academic progress on a weekly basis. Moreover, we annually distribute our Family Handbook and annual calendar.</p>	<p>The Academy's bilingual communications are excellent, communicating with parents on a bi-weekly basis through emails and newsletters. In addition, the Academy operates an updated and information rich website, complete with access to Illuminate so that parents can track student's academic progress on a weekly basis. Moreover, we annually distribute our Family Handbook and annual calendar.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$22,874	Amount	\$24,100	Amount	\$28,122
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999 Communications, Postage, Outreach, Website	Budget Reference	5000-5999	Budget Reference	5000-5999

Action **2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
In our afterschool program, we increase our offerings by 30% from the prior year, which we offered four athletic sports/clubs (volleyball, basketball, cross country, and skateboarding), three arts clubs (theater, music production, and photography), one academic club (debate), and one leadership council.	In our afterschool program, we increase our offerings by 30% from the prior year.	In our afterschool program, we increase our offerings by 30% from the prior year.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------



Amount	\$10,000	Amount	\$18,500	Amount	\$26,500
	\$5,000		\$10,000		\$15,000
Source	Base	Source	Base	Source	Base
	Base		Base		Base
Budget Reference	5000-5999 Enrichment	Budget Reference	5000-5999	Budget Reference	5000-5999
	5000-5999 Coaching Stipends		5000-5999		5000-5999

Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Our humanities course will include a conflict resolution curriculum component that is augmented by our advisory program and our school counselor.	Our humanities course will include a conflict resolution curriculum component that is augmented by our advisory program and our school counselor.	Our humanities course will include a conflict resolution curriculum component that is augmented by our advisory program and our school counselor.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$15,883	\$32,733	\$50,783
Source	Source	Source
Base	Base	Base
Budget Reference	Budget Reference	Budget Reference
1000-1999 Teacher Salaries	1000-1999 Teacher Salaries	1000-1999 Teacher Salaries

Action **4**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Detention and community service serve as an alternative for suspensions, thereby allowing students to remain in school and up to date in their coursework.	Detention and community service serve as an alternative for suspensions, thereby allowing students to remain in school and up to date in their coursework.	Detention serves as an alternative for suspensions, thereby allowing students to remain in school and up to date in their coursework.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$5,000	Amount	\$5,100	Amount	\$5,202
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999 Office Personnel	Budget Reference	2000-2999 Office Personnel	Budget Reference	2000-2999 Office Personnel

Action **5**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Restorative Justice empowers students to resolve conflicts on their own and in small groups. The program has helped strengthen campus communities, prevent bullying, and reduce student conflicts. Schools that implement restorative justice often see lower suspensions, and their students report feeling safer and happier. The Academy's school counselor will attend Restorative Justice professional development and will implement training.	Restorative Justice empowers students to resolve conflicts on their own and in small groups. The program has helped strengthen campus communities, prevent bullying, and reduce student conflicts. Schools that implement restorative justice often see lower suspensions, and their students report feeling safer and happier. The Academy's school counselor will attend Restorative Justice professional development and will implement training.	Restorative Justice empowers students to resolve conflicts on their own and in small groups. The program has helped strengthen campus communities, prevent bullying, and reduce student conflicts. Schools that implement restorative justice often see lower suspensions, and their students report feeling safer and happier. The Academy's school counselor will attend Restorative Justice professional development and will implement training.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999 Conferences	Budget Reference	5000-5999 Conferences	Budget Reference	5000-5999 Conferences

**Demonstration of Increased or Improved Services for Unduplicated Pupils**

LCAP Year

2017-18    2018-19    2019-20

Estimated Supplemental and Concentration Grant Funds:

\$49,440

Percentage to Increase or Improve Services:

5.75 %

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

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

Through the Local Control Accountability Plan, the Academy has identified areas of need with our Low Income, English Learner, and Foster Youth populations. The LCFF regulations dictate that our School provides increased services for these students that are above and beyond services provided to all students during the school year. With this plan, for 2017-2018 LCAP the estimated amount of supplemental and concentration grant funding will be: \$49,440.

The LCFF supplemental fund allocation is budgeted for expenditures to increase student achievement in meeting Common Core State Standards. LCFF funds are targeted to provide professional development for instructional staff, which support the implementation of Common Core State Standards and the state’s priorities as identified by the State Board of Education and California Department of Education. The Academy’s goal is to foster meaningful growth in intellectual character virtues in a thoughtful, challenging, and supportive academic environment. With this in mind, the Academy will use supplemental and concentration grant funds to hire a full-time counselor and instructional aide

to support high poverty, high needs, and at-risk students. The counselor will oversee student services, including but not limited to socio-emotional and college preparatory counseling, liaison to outside resources, discipline and problem solving, special education, student achievement, student assessment, curriculum development, and community outreach. The instructional aide will provide additional academic support in the classroom (and afterschool tutoring/study hall). In the future, the Academy may also use these funds for assessment programs, after-school tutoring and enrichment programs, and to contract with outside service providers such as nurses, psychologists, occupational therapists, and counselors.

The Minimum Proportionality Percentage (MPP) will be 5.75%. The Supplemental LCFF funds provide additional layers of service for low income, foster youth, English learners and re-designated fluent English proficient students by providing additional support and training for teachers specifically designed to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued and regular progress of students. To address the many needs of the diverse populations of students, the Academy will use the funds to retain a full-time counselor (our Director of Community Engagement) to ensure equitable learning opportunities. The Counselor will also take a holistic approach to education that includes college and career goals, utilizing inquiry-based pedagogies, and all with the belief that social relationships are a constructive learning opportunity for both staff and student development. This percentage serves as the benchmark with which we will measure our plan to increase or improved services to unduplicated pupils as compared to services provided to all pupils. Through the goals set in the LCAP, we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

## Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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



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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### Goal

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

### Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

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

### Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

## Location(s)

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

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

## Actions/Services

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

### **New/Modified/Unchanged:**

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

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

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

## Budgeted Expenditures

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## **APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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



## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

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

### **Guiding Questions: Stakeholder Engagement**

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

## Guiding Questions: Goals, Actions, and Services

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