§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Charter Community School, Home Study Academy, and Extended Day (CDS #: 09100900930123. CDE Charter # 0005)

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

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

Involvement Process	Impact on LCAP
Parents, community members, pupils, staff, and other stakeholders have been actively involved and engaged in the development, review, and implementation of our LCAP. All groups were brought together early in the process to hear about the new state LCFF and LCAP programs, including providing an overview of these new systems, the timelines for implementation, and the emphasis on the continuous cycle of improvement and stakeholder engagement. Stakeholders have been provided with extensive time to answer questions about the changes under LCFF and LCAP and to provide significant input and feedback as goals were developed together and reviewed for all state priority areas, including services for English Language Learners (ELL), expelled and at-risk youth, and Foster Youth. Stakeholders engaged and involved in the process included pupils, parents/guardians, charter school staff, county office of education representatives, and those representing the School Attendance and Review Board (SARB), Foster Youth, ELL, expelled/at-risk, local law enforcement, counseling services, special education, COE Court and Community staff, and other community-based representatives. All of our unique charter programs were fully represented. To ensure that ELL, Foster Youth, and expelled youth representatives were actively involved, a number of addition steps and measures were taken. Meeting information was sent home in a variety of formats and using different communication media, including flyers, emails, mass voice message reminders, and individual phone calls in both English and Spanish. Extensive information, including quantitative and qualitative data related to state and program priorities, was made available to stakeholders for	**Professional Development:** Stakeholders reviewed our instructional calendar and asked us to provide additional professional development days. As a result, multi-year professional development plans continue to be further developed to maximize effectiveness. Sixteen minimum days are being provided in our school calendar to provide professional development. This will help us ensure that we meet both cross-program and individual program staff development need: • Sixteen collaboration days per year, double the amount from previous years, have been built into our school calendar for the 2016-17 and 2017-18 school years. All stakeholders agree that professional development will be a key in meeting the needs of all students. Although not all programs participate in all of the available professional development days, significant training continues to be provided or made available to staff. The professional development plan is aligned across, and articulated between, programs. Our independent study programs often have professional development activities on days/times other than those days built into our school calendar due to the regular weekly schedule of meetings staff have with students and parents. In addition, staff participate in professional development opportunities outside of the regularly scheduled dates,

discussion, drafting of goals tied to priority areas, review, and final agreement. Data provided included, but was not limited to, discussions related to student state standardized testing performance, including SBAC, CAHSEE pass rates, graduation rate, discipline rates, EL reclassification rate, EL proficiency rate, California Healthy Kids Survey, attendance rates, college and career readiness, staff and parent surveys, and student and staff perceptions of school culture/safety.

Actions taken to meet stakeholder engagement requirements included Client Roundtables for each program, a Stakeholder Survey, and two Site Council meetings this year. In addition, Site Council and Board approved Single Plans for Student Achievement and a Common Core Implementation Budget were adopted last year to allow us to move forward with expenditures to help meet our goals.

The involvement of these Stakeholders is instrumental is helping us determine program-specific goals and actions. Through direct feedback, as well as indirect feedback from our survey, we were able to identify the greatest areas of need and plan accordingly over the next two years. As a result, we were able to be proactive in ensuring that our sites are equipped with instructional technology and tools for all students. As part of this effort, we have already purchased instructional technology for students – e.g., Chromebooks, charging carts, and increased the bandwidth at two of our sites to accommodate the SBAC field tests, which were a huge success. In addition, a two-year professional development plan has been developed and is articulated through the Single Plan process. We have doubled the amount of professional development days available just two years ago to 16 to better accommodate and prepare us for the shift to the new state standards and SBAC, as well as assist us in meeting identified goals for each of our programs.

including conferences, off-site trainings, and/or EDCOE offered trainings. Staff will also access and utilize EDCOE Expert Teachers, who provide direct support to instructional staff on implementing new State Standards in classrooms. Some of these opportunities include, but are not limited to, summer Common Core Symposiums, CPI training, PBIS training, and a *Love & Logic* conference. Instructional staff may also establish a cohort comprised of administrators, teachers and instructional coaches to identify highly effective instructional practices for high-risk students that support academic achievement and the transition to continuing education, college/vocational training, or employment.

- All staff will receive in-depth training on how to facilitate language acquisition through their respective classrooms (i.e. Math, Physical Education, Science, Social Studies, English Language Arts, and electives). Staff will also be trained on how to use technology to meet the students' learning needs, including ELL.

- While we have made significant strides in preparing for the shift to the new state standards and SBAC, our stakeholders all agreed that we should provide even more support to our ELL students. Because of our high transitory rate in our Community School programs, we often are unable to properly test and reclassify EL students since they are not with us long enough. As a result, stakeholders asked us to review current procedures for identifying, testing, serving, monitoring, and reclassifying EL students so that we could improve

our services to ELL students irrespective of the length of time they are with our program. As a result, we are analyzing all aspects of our ELL program so that we can more effectively serve these students, including identifying, testing, and serving students more quickly.

Online Learning Opportunities and Instructional Technology:

- Online learning opportunities and instructional technology are being expanded and enhanced to improve our ability to individualize program components to meet student need and to further improve engagement and communication with students and stakeholders. The great majority of our at-risk students arrive with significant deficits in core academic areas – particularly in language arts and math.

- Although significant resources are already being allocated to all students/programs, feedback from stakeholders led to additional resources being allocated to our at-risk youth, with greater emphasis placed on making these resources more available and accessible for ELL, FY, and expelled students. Access to technology will be a major component to serving our ELL/FY students and Charter is moving forward with an extensive one-to-one model of putting technology in ELL and Foster youth student's hands and homes. Charter will support all students, including EL and Foster Youth, with a rich platform of applications to allow for support of individual students at their respective levels. ELL/FY students will also be supported with a new reading/writing program, with a credit remediation and

acceleration program, with two web-based math programs, and with a web-based program designed to support college and career readiness. A trained staff member will support the student's skill acquisition with an evidence based program and students will be monitored for growth and remediation – e.g. *Read Naturally, Read Live.*

- Making online learning and instructional technology more available and accessible was addressed in three parts: providing more instructional technology for students to use, expanding broadband connectivity at all sites, and providing netbooks and/or wireless routers for checkout to at-risk youth - including FY, ELL, & expelled youth – to increase accessibility for at-risk students and families.
- Additional instructional technology to be provided includes, but is not limited, to the following:
    - Credit Recovery/Acceleration – *Apex* or similar: This program provides three levels of material for each subject or course offered. Although each level covers the same material, the levels vary in difficulty – primarily due to reading ability, including comprehension. The ability to serve our students who struggle with reading through a supplemental, leveled digital curriculum has proven very effective for our secondary students. Training for staff includes incorporating effective strategies for secondary literacy. Students can move through the curriculum at their own pace, taking as much or little time as needed to master

the material and demonstrate knowledge through either the online assessment tools or teacher graded components. Teachers can also use Apex as a way to provide initial and ongoing reading assessment, and teachers report being to more effectively differentiate instruction and spend more time working with, and motivating, students to address individual needs. Both of the aforementioned features provide another way for us to provide individualized learning plans, especially when combined with ALEKS math and our Renaissance reading assessments.

- o Math - *ALEKS Math* or similar - This program continually assesses and adjusts instruction based on the on each student's progress, using adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. Students like that the program then provides choices for what math strands they can work on as they master related strands cooperatively rather than as completely separate skill sets. These choices as well as progress in each strand are displayed in an easy to understand pie chart, which students quickly learn to understand and use to make progress. We have implemented *ALEKS math* completely at both our Community School (CCS) and Trade School (EDTS) programs

and feel that it will provide solid performance gains with our at-risk student populations.

- Reading - *Read Naturally/Read Live* or similar: This web-based program provides interactive reading intervention, often used for RTI implementation. Options to easily differentiate the program to meet individual needs, while motivating informational text for reluctant readers, from first grade to adult are also key components. The program provides extensive, computer-generated reports on student progress, as well as Spanish translations for stories in early Sequenced levels. Students are able to build fluency and motivation by reading short, nonfiction passages, increase reading accuracy and expression with audio support, and strengthen comprehension and vocabulary. Students work independently most of the time and experience success and an improved attitude toward reading.

- Accessibility was also addressed by improving connectivity. All programs are either being connected to much higher-speed broadband connections or having their existing high-speed connectivity further improved this summer to ensure ample capacity and to improve accessibility for at-risk students. Likewise, all programs will be getting additional enhancements to ensure that reliable high-speed Wi-Fi is available at all program locations. This will involve adding or upgrading routers

throughout program locations.

- Wireless networks continue to be added to provide filtered high speed network/internet access at all sites, including those supporting our FY, ELL, & expelled students. Parents and guardians at these programs will also have access to these new networks, which will provide additional access to online resources, including enhanced communication with instructional staff. One example of this stakeholder feedback would be the accessibility of these new networks at our Home Study / Independent Study programs, where parents/guardians will be able to work with their children on homework lessons while waiting for a child to begin class or waiting for a sibling who is still in class.

Parent Involvement, Pupil Engagement, and School Climate:
- Communication: As a result of stakeholder feedback, Charter Alternative Programs has contracted with *Beehively*, a website and communications company, to update, enhance, and maintain our school websites to ensure timely and effective sharing of information and resources. They continue to collaborate with us to ensure that all systems serve as an extension of each school's existing structure, while providing highly sophisticated solutions to help us stay at the forefront of new communication techniques.

- *Desire 2 Learn* or similar Student Management System Portal: We have purchased and deployed a new web-based, learning management system solution. Initially

we thought we would be able to fulfill our needs through the use of more interactive websites; however, a viable, easy to use/manage system eluded us. We are now using *Desire to Learn (D2L)*, a next generation learning solution that provides an engaging experience capable of directly addressing key challenges related to learner engagement, communication, retention, and outcomes. The platform supports the shift in delivery from traditional face-to-face learning to online, blended, flipped, mobile, and accessible delivery options that facilitate learning anytime, anywhere. The platform also greatly improved communication with and between students, parents, and instructional staff.

Staff has and will continue to be trained in designing and managing effective virtual classes, including supporting students in both synchronous & asynchronous virtual learning environments.

- Individualized Learning Plans (ILPs): An essential component of our school culture centers on establishing an individualized learning plan for each student. Although plans vary according to each student's needs and the program the student is enrolled in - specific academic, social, emotional, and behavioral goals are discussed with the student and parent, and an educational program is tailored around those goals. Each site has program-specific ways for developing and meeting each student's needs and goals, based on what is learned after a thorough review of the student's records. Remediation in math and language arts is

incorporated into each student's plan as needed. All programs take care to discuss essential steps to meet graduation requirements, including reviewing transcripts, determining if the student is on track to graduate, and creating a plan to ensure graduation. If a student is behind in credits, lacks necessary courses required for graduation, or has other academic needs, the plan incorporates options and strategies for the student to make these up, while also considering future academic and career goals. Our programs are increasingly relying on instructional technology to provide the assessment component of our ILPs due to their superior ability to quickly assess, to monitor progress, and to report results to the teacher, student, and parent.

- Positive Behavior Intervention and Supports (PBIS) or similar program: In general, PBIS emphasizes four integrated elements: data for decision making; measurable outcomes supported and evaluated by data; practices with evidence that these outcomes are achievable; and systems that efficiently and effectively support implementation of these practices. PBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or framework in which students experience supports based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group

contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier). Several staff from our seat based programs have attended extensive PBIS training over the past two years and will continue to do so next year.

- *Love & Logic* or similar: We continue to implement a discipline program entitled, *Love & Logic* - a method of working with students, including setting limits in the classroom without anger, building strong connections between home and school, managing disruptive students, and building positive teacher-student relationships while helping students own and solve their own problems. This program has many tools for educators, administrators, and counselors to use that promote healthy relationships and positive school wide discipline. This program has helped us to significantly improve the climate at our at-risk programs by reducing the number of disciplinary incidents and reports.

- *Teach Like a Champion*: This innovative program attempts to close the achievement gap - the gap between rich and poor; the gap between what students think and what they can write; the gap between schools in the US and the best school systems in the world; the gap between what our schools offer and what they could be. *Teach Like a Champion* is about the belief that the solutions to education challenges exist in the classrooms of real life teachers, that exceptional practitioners of the art of teaching are the true experts. Our job is to find them, study them, and share what they do, so others can

| | copy, steal, practice and adapt it to their own teaching.

- _New Morning Youth and Family Services_: Counseling services continue to remain a key component in the success of our at-risk programs. _New Morning Youth and Family Services_, one of our key stakeholders, provides both on-going and crisis services to our students. A referral process created and implemented in the 2009-10 school year and is still in place and working well.

    In addition, we applied for an _Elementary and Secondary School Counseling Grant_ this year and would use these funds to expand and enhance mental health services for students, including providing a counseling program and a social worker to provide greater, more accessible support services.

- Pregnant & Parenting Program: The EDCOE _Early Head Start_ program will be offered to pregnant and/or parenting teens. _Early Head Start_ is a federally funded program designed to support parents by providing parenting information and community resources. An Early Head Start center is available to high school students who need child care while they finish their high school education.

- School Attendance Review Board (SARB): The School Attendance Review Board (SARB), established by the California legislature in 1975, is a multi-disciplinary, systematic approach to improving student attendance and thus school achievement. SARB provides intensive |

guidance to students and families and links them to focused services to address the underlying causes of poor attendance and lack of school success. SARB monitors and engages with families over time to ensure that SARB directives are being followed and that services are effecting needed change. In the absence of sufficient progress or willful or continued failure to respond, SARB refers students and/or families to the court system. We have a dedicated staff member who serves as our Charter representative and attends the weekly SARB meetings, as well as carefully tracks attendance and communicates any SARB issues with appropriate parties.

- Attendance Retrieval Officer: In addition, we also have an Attendance Retrieval Officer/Instructional Aide who assists in creating safe and inviting learning environments for our at-risk programs, while providing transportation for students, if necessary, for the purpose of supporting them in the completion of their studies.

- Crisis Prevention Intervention (CPI): This training program is designed around an innovative, holistic philosophy of providing Care, Welfare, Safety, and Security for staff and those in their care—even during crisis moments. This program is now recognized by many as the international standard for violence prevention and intervention training. We provide training to staff twice per year, as needed.

- Security Cameras: Due to the highly at-risk nature of the students at our Community School, video surveillance

equipment has been installed to enhance the safety, security, and welfare of students, staff, and visitors. Signs are posted in locations where video surveillance is used, but in no case is security video used where students and the general public have a reasonable expectation of privacy such as washrooms. Charter Alternative Programs administrators or administrative designees may use video surveillance and the resulting recordings for investigating and enforcing student discipline, including inquiries and proceedings relating to law enforcement.

College & Career Readiness:

- *Web-Based Career & College Guidance – e.g., Naviance*: This is a comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement to post-secondary goals. It also allows students to create a plan for their futures by helping them discover their individual strengths and learning styles and explore college and career options based on their results. Schools can measure students' readiness grade level with a pre- and post-assessment of college knowledge skills for each grade in high school. These assessments allow counselors, teachers and other staff to more effectively target students needing additional support.

- Charter has developed and is fully implementing a *Work-Ready Certificate Program* which prepares young adults for the world of work through its Work Ready Certificate Program. Through this program, students participate in a

number of activities and experiences that offer them the opportunity to gain, and perfect, the skills necessary to be successful within the work force. The *School to Career* program, which is part of the El Dorado Section of the Central Sierra Regional Occupation Program, is designed to prepare students for further education, employment, and occupational opportunities. The goal of the program is to recognize and empower our students to seek gainful employment and to enjoy the benefits of being a productive citizen in our society. The Work ready Certificate will be awarded to students who demonstrate mastery in all program areas deemed significant for future success.

Certificate preparation includes building a foundation of skills centered on the Secretary's Commission on Achieving Necessary Skills (SCANS), self-evaluation and development, work place math and technical skills, aptitude tests, career exploration, resume building, interviewing, job application skills, and portfolio development. Students will these skills in a variety of ways, including teambuilding and exploring local educational opportunities. Guest speakers will present career and educational choices.

- SB70 CTE Partnership: Charter participates in the El Dorado County Career Technical SB70 Partnership (CTP), a grant funded through *The Governor's Career Technical Education Initiative*. It is a partnership between Folsom Lake College, El Dorado Union High School District, EDCOE, & local businesses. The mission is to strengthen

	& improve C-T-E opportunities for our communities' students.
15-16 Annual Update: Parents, community members, pupils, staff, and other stakeholders were actively involved and engaged in the development, review, and implementation of our LCAP. All groups were brought together early in the process to hear about the new state LCFF and LCAP programs, including providing an overview of these systems, the timelines for implementation, and the emphasis on the continuous cycle of improvement and stakeholder engagement. Stakeholders were provided with extensive time to answer questions about the changes under LCFF and LCAP and to provide significant input and feedback as goals were developed together and reviewed for all state priority areas, including services for English Language Learners (ELL), expelled and at-risk youth, and Foster Youth. Stakeholders were engaged and involved in the process included pupils, parents/guardians, charter school staff, county office of education representatives, and those representing the School Attendance and Review Board (SARB), Foster Youth, ELL, expelled/at-risk, local law enforcement, counseling services, special education, COE Court and Community staff, and other community-based representatives. All of our unique charter programs were fully represented.	**15-16 Impact on Annual Update:** **<u>Professional Development:</u>** Stakeholders reviewed our instructional calendar, including our draft multi-year professional plans, and asked us to continue to provide additional professional development days. As a result, Sixteen minimum days are again being provided in our school calendar to provide additional professional development for 16-17. • Sixteen collaboration days have been built into our 2016-17 school calendar. • Our independent study programs will have professional development activities on days/times other than those days built into our school calendar due to the regular weekly schedule of meetings staff have with students and parents. • The professional development plan remains aligned across, and articulated between, programs.

Stakeholders participated in, and received detailed results from, our annual LCAP Stakeholder Feedback Survey. The survey questions were designed to receive feedback on a variety of topics such as the quality of our educational programs, the culture and climate of our programs, and the quality of our communication with stakeholders. Results were disaggregated by program and shared at our fall Site Council meeting for relevance in small group discussions.

To ensure that ELL, Foster Youth, and expelled youth representatives were actively involved, a number of additional steps and measures were taken. Meeting information was sent home in a variety of formats and using different communication media, including flyers, emails, mass voice message reminders, and individual phone calls in both English and Spanish.

Extensive information, including quantitative and qualitative data related to state and program priorities, was made available to stakeholders for discussion, drafting of goals tied to priority areas, review, and final agreement. Data provided included, but was not limited to, discussions related to student state standardized testing performance, CAHSEE pass rates, graduation rate, discipline rates, EL reclassification rate, EL proficiency rate, California Healthy Kids Survey, attendance rates, college and career readiness, staff and parent surveys, and student and staff perceptions of school culture/safety.

- Staff participated in professional development opportunities, including conferences, off-site trainings, and/or EDCOE offered trainings. Staff accessed and utilized EDCOE Expert Teachers, who provide direct support to instructional staff on implementing new State Standards in classrooms.

- Instructional staff established a cohort comprised of administrators, teachers and instructional coaches to identify highly effective instructional practices for high-risk students that support academic achievement and the transition to continuing education, college/vocational training, or employment.

- Staff received training on how to facilitate language acquisition.

- The Illuminate assessment program has been implemented to support all programs and students, including EL students, and other data tools, including NWEA, were piloted.

Online Learning Opportunities and Instructional Technology:
- Online learning opportunities and instructional technology were expanded and enhanced to continue to improve our ability to individualize program components to meet student need and to further improve engagement and communication with students and stakeholders.

- Access to technology will continue to be a major

component to serving our ELL/FY students. Charter will continue to support all students, including EL and Foster Youth, with a rich platform of applications to allow for support of individual students at their respective levels. ELL/FY students were supported with a with a credit remediation and acceleration program and with web-based math programs.

- Additional instructional learning technology was provided, including but not limited to the following:

  - Credit Recovery/Acceleration – *Apex* or similar:

  - Math - *ALEKS Math* or similar

  - Reading - *Read Naturally/Read Live* or similar

  - Compass Learning

  - Odysseyware

  - D2L

  - Accessibility continues to be addressed by improving connectivity. All programs are either being connected to much higher-speed broadband connections or having their existing high-speed connectivity further improved to ensure ample capacity and to improve accessibility for at-risk students. Likewise, all programs received additional enhancements to

ensure that reliable high-speed Wi-Fi is available at all program locations. This will involve adding or upgrading routers throughout program locations. Wireless networks were added to provide filtered high speed network/internet access at all sites, including those supporting our FY, ELL, & expelled students.   Parents and guardians were provided access to these networks, which provided additional access to online resources.

Parent Involvement, Pupil Engagement, and School Climate:

- Communication: As a result of stakeholder feedback, Charter Alternative Programs contracted with *Beehively*, a website and communications company, to update, enhance, and maintain our school websites to ensure timely and effective sharing of information and resources.   The project has begun and will continue through the 2016-17 school year.

- The use of *Desire 2 Learn*, an online Learning Management System Portal, was implemented at our home school programs.

  Staff was, and will continue to be, trained in designing and managing effective virtual classes, including supporting students in both synchronous and asynchronous virtual learning environments.

- Culture: A highlight on the year has been a massive reduction in disciplinary incidents and/or referrals with

| | our highest risk students, including a projected 87% reduction at our Community School.

• <u>Positive Behavior Intervention and Supports (PBIS)</u> was implemented as planned.

• _Love & Logic_ continued to be used as a positive method of working with students, including setting limits in the classroom without anger, building strong connections between home and school, managing disruptive students, and building positive teacher-student relationships while helping students own and solve their own problems.

• _Teach Like a Champion_: This book continued to serve as a focus of the professional learning communities at our at-risk programs.

• _New Morning Youth and Family Services_: Students continued to access on-going and crisis counseling services at _New Morning Youth and Family Services_, one of our key stakeholders.

• <u>Pregnant & Parenting Program</u>: The EDCOE _Early Head Start_ program was offered to pregnant and/or parenting teens.

• <u>School Attendance Review Board (SARB):</u> We actively continued our participation with SARB, including having our Registrar serve on SARB throughout the year. |

- Attendance Retrieval Officer: Our Attendance Retrieval Officer/Instructional Aide assisted in creating safe and inviting learning environments for our at-risk programs, while providing transportation for students, if necessary, for the purpose of supporting them in the completion of their studies.

- Crisis Prevention Intervention (CPI): At-Risk staff continued to be trained with CPI as needed, including recertification.

- Security Cameras: Video surveillance equipment continued to be upgraded to enhance the safety, security, and welfare of students, staff, and visitors. This included upgrades for servers and cameras. In addition, window coverings were added in all classrooms at our three Independent Study Programs to provide additional safety in the event we were to go on a lockdown or for other safety measures.

College & Career Readiness:
- *Web-Based Career & College Guidance* was provided on a limited basis at our at-risk programs.

- Charter continued to provide a limited *Work-Ready Certificate Program* at our seat-based, at-risk programs*. The certificate program helped prepare young adults for the world of work through participation in a number of activities and experiences that offer them the opportunity to gain, and perfect, the skills necessary to be successful within the work force.

	- College and Career Readiness continues to be an area of focus at all of our programs. Both our mission statements and our Student Learner Outcomes emphasize our commitment to helping ensure that students are both college and career ready. The emphasis on college and career readiness was embraced by our staff because we have always served a wide range of students and because even in high-performing states where students are graduating and passing all required tests, many still need remediation in their postsecondary work. - A dual college/high school enrollment program was piloted this year and will be expanded next year. - All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning, these are accomplished. College and career goals are discussed, and *Individual Learning Plans* are developed to address future career goals and aspirations. Students also have the opportunity to attend numerous college and career field trips, and CCS has regular guest speakers intended to provide career and college exploration as part of the objectives. Seniors, as part of their senior project, conduct career searches and complete a presentation.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

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

GOAL:	**Goal 1: All students will have access to a quality education that ensures college and career readiness in the 21st Century.** **Goal 1.1** Maintain a quality educational program - all students will have access to the basic educational services that comprise a quality educational program. All teachers will be fully credentialed in the subject areas and for the grade-levels they are teaching; programs will implement new State Standards; students will have access to standards-aligned instructional materials; facilities will be maintained in good repair.	Related State and/or Local Priorities: 1 _x_ 2 _x_ 3___ 4___ 5___ 6 _x_ 7___ 8___ COE only: 9___ 10___ Local: Specify _____

	Goal 1 **Identified Need #1:** Maintain a quality educational program - all students will have access to the basic educational services that comprise a quality educational program. All teachers will be fully credentialed in the subject areas and for the grade-levels they are teaching; students will have access to new State Standards-aligned instructional materials; facilities will be maintained in good repair.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	

LCAP Year 1: 2015-16	
Expected Annual Measurable Outcomes:	**Metric:** 1. All teachers will meet state and federal credentialing requirements and teacher assignment requirements. 2. All students will have access to standards-aligned instructional materials 3. All facilities will be maintained in good repair.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain a staff-to-pupil ratio of approximately 15 to 1, which is significantly lower than county or state averages.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	14.3 FTE Instructional Staff Base Cost of lower 15-1 student to teacher ratio Supplemental /Concentration $657,630 Title IA $104,681
Identify and implement a comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement to post-secondary goals.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Continue implementing a comprehensive college and career readiness solution for middle and high schools that helps connect

			academic achievement to post-secondary goals. Base $7,000
Employ core academic program teachers that are fully credentialed in the subject areas and for the grade levels they are teaching.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Training/Preparation/Testing to support teachers to meet credentialing requirements. Base: $3,000
Adopt state approved math and ELA instructional materials. Collaborate with local school districts to assess effectiveness of instructional materials and provide reasonable consistency so students may matriculate successfully to and from other schools.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Base $70,000

Assess, pilot, and implement assessment tools for instructional staff that provide pre, post, and formative assessments – e.g., Illuminate, NWEA, etc.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Base $20,000
Share a .5fte staff member for development of assessments, piloting, and monitoring.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Staffing costs for sharing a .5fte teacher Base $15,000
Maintain facilities in good repair.	All Schools		Base $20,000

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	1. All teachers will meet state and federal credentialing requirements and teacher assignment requirements. 2. All students will have access to standards-aligned instructional materials 3. All facilities will be maintained in good repair.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain a staff-to-pupil ratio of approximately 15 to 1, which is significantly lower than county or state averages.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	14.3 FTE Instructional Staff Base Cost of lower 15-1 student to teacher ratio Supplemental /Concentration $657,630
Identify and implement a comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement to post-secondary goals.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Continue implementing a comprehensive college and career readiness solution for middle and high schools that helps connect

			academic achievement to post-secondary goals. Base $7,000
Employ core academic program teachers that are fully credentialed in the subject areas and for the grade levels they are teaching.	All Schools	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Training/Preparation/Testing to support teachers to meet credentialing requirements. Base: $3,000
Adopt state approved math and ELA instructional materials. Collaborate with local school districts to assess effectiveness of instructional materials and provide reasonable consistency so students may matriculate successfully to and from other schools.	All Schools	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Base $70,000

Assess, pilot, and implement assessment tools for instructional staff that provide pre, post, and formative assessments – e.g., Illuminate, NWEA, etc.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Base $20,000
Provide a .5fte staff member for development of assessments, piloting, and monitoring.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Staffing costs for a .5fte teacher Base $30,000
Maintain facilities in good repair.	All Schools		Base $20,000

LCAP Year 3: 2017-18

Identify and implement a comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement to post-secondary goals.

Expected Annual Measurable Outcomes:	1. All teachers will meet state and federal credentialing requirements and teacher assignment requirements. 2. All students will have access to standards-aligned instructional materials 3. All facilities will be maintained in good repair.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain a staff-to-pupil ratio of approximately 15 to 1, which is significantly lower than county or state averages.	All Schools	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	14.3 FTE Instructional Staff Base Cost of lower 15-1 student to teacher ratio Supplemental/Concentration $657,630

Identify and implement a comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement to post-secondary goals.	All Schools	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Continue implementing a comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement to post-secondary goals. Base $7,000
Employ core academic program teachers that are fully credentialed in the subject areas and for the grade levels they are teaching.	All Schools	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Training/Preparation/Testing to support teachers to meet credentialing requirements. Base: $3,000

Adopt state approved math and ELA instructional materials. Collaborate with local school districts to assess effectiveness of instructional materials and provide reasonable consistency so students may matriculate successfully to and from other schools.	All Schools	_x_ ALL --- -------- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Base $70,000
Assess, pilot, and implement assessment tools for instructional staff that provide pre, post, and formative assessments – e.g., Illuminate, NWEA, etc.	All Schools	_x_ ALL --- -------- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Base $20,000
Provide a .5fte staff member for development of assessments, piloting, and monitoring.	All Schools	_x_ ALL --- -------- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Staffing costs for a .5fte teacher Base $30,000

GOAL:	Goal 1: All students will have access to a quality education that ensures college and career readiness in the 21st Century. **Goal 1.2** Provide professional development opportunities for teachers, administrators and support staff on the new State Standards and instructional changes. Teachers and Administrators need training to understand the instructional requirements of the Next Generation Science Standards.	Related State and/or Local Priorities: 1 _x_ 2 _x_ 3__ 4 _x_ 5__ 6__ 7 _x_ 8 _ COE only: 9__ 10__ Local: Specify _____

Identified Need:	**Goal 1** **Identified Need #2:** Provide professional development opportunities for teachers, administrators, and support staff on the New State Standards and instructional changes.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**Metric:** 1.Implementation of the CCSS, with an emphasis on ELA and Math 2.Implementation of the Next Generation Science Standards 3. Student achievement data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development across programs and subject areas, including meeting state standards – e.g., conferences, online learning, and supporting professional development days.	All Schools		Release time, curriculum development, professional

			development, resource costs, printing, etc. Base $30,000 Title IA $26,691
Professional development to support the shifts in instruction necessary for the implementation of state standards, including providing up to 16 professional development trainings/minimum days for instructional staff.	All Schools		Professional development trainings Base: $15,000
Continue to develop and support curriculum aligned to the new state standards, including supplemental materials and professional development.			Release time for instructional staff Base $2,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**Metric:** 1. Implementation of the CCSS, with an emphasis on ELA and Math 2. Implementation of the Next Generation Science Standards 3. Student achievement data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development across programs and subject areas, including meeting state standards – e.g., conferences, online learning, and supporting professional development days.	All Schools		Release time, curriculum development, professional development, resource costs, printing, etc. Base $30,000
Professional development to support the shifts in instruction necessary for the implementation of state standards, including providing up to 16 professional development trainings/minimum days for instructional staff.	All Schools		Professional development trainings Base: $15,000
Continue to develop and support curriculum aligned to the new state standards, including supplemental materials and professional development.			Release time for instructional staff Base $2,000

	All Schools		Release time, curriculum development, professional development, resource costs, printing, etc. Base $30,000
Provide professional development across programs and subject areas, including meeting state standards – e.g., conferences, online learning, and supporting professional development days.			
Professional development to support the shifts in instruction necessary for the implementation of state standards, including providing up to 16 professional development trainings/minimum days for instructional staff.	All Schools		Professional development trainings Base: $15,000

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	**Metric:** 1.Implementation of the CCSS, ELA, and Math 2.Implementation of the Next Generation Science Standards 3. Student achievement data		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

Provide professional development across programs and subject areas, including meeting state standards – e.g., conferences, online learning, and supporting professional development days.	All Schools		Release time, curriculum development, professional development, resource costs, printing, etc. Base $30,000
Professional development to support the shifts in instruction necessary for the implementation of state standards, including providing up to 16 professional development trainings/minimum days for instructional staff.	All Schools		Professional development trainings Base: $15,000
Continue to develop and support curriculum aligned to the new state standards, including supplemental materials and professional development.			Release time for instructional staff Base $2,000

Provide professional development across programs and subject areas, including meeting state standards – e.g., conferences, online learning, and supporting professional development days.	All Schools		Release time, curriculum development, professional development, resource costs, printing, etc. Base $30,000
Professional development to support the shifts in instruction necessary for the implementation of state standards, including providing up to 16 professional development trainings/minimum days for instructional staff.	All Schools		Professional development trainings Base: $15,000

GOAL:	**Goal 1:** All students will have access to a quality education that ensures college and career readiness in the 21st Century. **Goal 1.3** All Charter students will have access to the digital tools necessary to access the new State Standards, to develop 21st Century learning skills, and to be prepared to participate in state assessments.	Related State and/or Local Priorities: 1 _x_ 2 _x_ 3 __ 4 _x_ 5 __ 6 __ 7 _x_ 8 __ COE only: 9 __ 10 __ Local: Specify _____

Identified Need:	**Goal 1** **Identified Need #3:** All Charter students will have access to the digital tools necessary to access the new State Standards, to develop 21st Century learning skills, and to be prepared to participate in state assessments.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	

LCAP Year 1: 2015-16	
Expected Annual Measurable Outcomes:	**Metric:** All Charter students will have access to instructional technology that allows access to the internet and provides a rich platform of applications to allow for support of individual students at their learning levels. High speed, reliable internet access will be available at all school sites. Students who lack Wi-Fi at home will be offered a wireless router as appropriate. All Charter students will have access to instructional technology that allows access to the internet and provides a rich platform of applications to allow for support of individual students at their learning levels. High speed, reliable internet access will be available at all school sites. Students who lack Wi-Fi at home will be provided with a wireless router as appropriate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All Charter students will have access to 21st Century instructional technology, providing access to online resources and tools that support all students, including low income pupils, English Learners, Foster Youth, and Expelled Youth.	All Schools	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Instructional technology Base $35,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**Metric:** All Charter students will have access to instructional technology that allows access to the internet and provides a rich platform of applications to allow for support of individual students at their learning levels. High speed, reliable internet access will be available at all school sites. Students who lack Wi-Fi at home will be offered a wireless router as appropriate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

All Charter students will have access to 21st Century instructional technology, providing access to online resources and tools that support all students, including low income pupils, English Learners, Foster Youth, and Expelled Youth.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Instructional technology Base $35,000
All Charter students will have access to 21st Century instructional technology, providing access to online resources and tools that support all students, including low income pupils, English Learners, Foster Youth, and Expelled Youth.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Instructional technology Base $35,000
All Charter students will have access to 21st Century instructional technology, providing access to online resources and tools that support all students, including low income pupils, English Learners, Foster Youth, and Expelled Youth.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Instructional technology Base $35,000

All Charter students will have access to 21st Century instructional technology, providing access to online resources and tools that support all students, including low income pupils, English Learners, Foster Youth, and Expelled Youth.	All Schools	_x_ ALL -- -------- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Instructional technology Base $35,000
All Charter students will have access to 21st Century instructional technology, providing access to online resources and tools that support all students, including low income pupils, English Learners, Foster Youth, and Expelled Youth.	All Schools	_x_ ALL -- -------- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Instructional technology Base $35,000

LCAP Year 3: 2017-18				

Expected Annual Measurable Outcomes:	**Metric:** All Charter students will have access to instructional technology that allows access to the internet and provides a rich platform of applications to allow for support of individual students at their learning levels. High speed, reliable internet access will be available at all school sites. Students who lack Wi-Fi at home will be offered a wireless router as appropriate.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

All Charter students will have access to 21st Century instructional technology, providing access to online resources and tools that support all students, including low income pupils, English Learners, Foster Youth, and Expelled Youth.	All Schools	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Instructional technology Base $35,000
All Charter students will have access to 21st Century instructional technology, providing access to online resources and tools that support all students, including low income pupils, English Learners, Foster Youth, and Expelled Youth.	All Schools	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Instructional technology Base $35,000
All Charter students will have access to 21st Century instructional technology, providing access to online resources and tools that support all students, including low income pupils, English Learners, Foster Youth, and Expelled Youth.	All Schools	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Instructional technology Base $35,000

All Charter students will have access to 21st Century instructional technology, providing access to online resources and tools that support all students, including low income pupils, English Learners, Foster Youth, and Expelled Youth.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Instructional technology Base $35,000
All Charter students will have access to 21st Century instructional technology, providing access to online resources and tools that support all students, including low income pupils, English Learners, Foster Youth, and Expelled Youth.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Instructional technology Base $35,000

GOAL:	**Goal 1** **Goal 1.4** Identify and implement an enhanced research-based ELD Program that includes pre and post assessments to determine progress in learning English. Teachers will increase understanding of the ELD Standards and teaching strategies required to support the language demands required in CCSS ELA and Math. Administrators and teachers will monitor the progress of RFEP students on an ongoing, regularly scheduled basis and modify the program as needed to meet student needs. Teachers will continue to increase use of strategies to support RFEP students to ensure academic progress. Students enrolled in our programs benefit from a staff-to-pupil ratio of approximately 15 to 1, which is significantly lower than county or state averages.	Related State and/or Local Priorities: 1_x_ 2__ 3__ 4__ 5__ 6_x_ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	**Identified Need #4:** Identify and implement an enhanced research-based ELD Program that includes pre and post assessments to determine progress in learning English. All English Learners will be placed in the ELD program based on CELDT and pre-assessment results. Students will show progress in learning English while enrolled.

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

LCAP Year 1: 2015-16	
Expected Annual Measurable Outcomes:	**Metric:** 1. Pre and Post Assessments for all English Learners enrolled at the schools 2. Data analysis of assessment results that show that English Learners are becoming English proficient

	3. CELDT results
	4. Assessment results in core classes.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Research, pilot, and implement an effective ELD program that includes an assessment tool.	All Schools	_x_ ALL -- OR: __Low Income pupils _x_ English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	ELD Program Components, including assessment tool. Base $2,000
Teachers will increase understanding of EL standards and teaching strategies.			Professional Development Base No additional cost
Staff assess students per state ELD standards.			Base No additional cost

			Provide LEP students with Cromebooks for use at home as needed Base $4,000

<table>
<tr><td colspan="4" align="center">LCAP Year 2: 2016-17</td></tr>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td colspan="3">Metric:
1. Pre and Post Assessments for all English Learners enrolled at the schools
2. Data analysis of assessment results that show that English Learners are becoming English proficient
3. CELDT results
4. Assessment results in core classes.</td>
</tr>
<tr>
<td align="center">Actions/Services</td>
<td align="center">Scope of Service</td>
<td align="center">Pupils to be served within identified scope of service</td>
<td align="center">Budgeted Expenditures</td>
</tr>
<tr>
<td>Research, pilot, and implement an effective ELD program that includes an assessment tool.</td>
<td>All Schools</td>
<td>_x_ALL

OR:
__Low Income pupils _x_English Learners
__Foster Youth __Re-designated fluent English proficient
__Other
Subgroups:(Specify)_____</td>
<td>ELD Program Components, including assessment tool.

Base $2,000</td>
</tr>
</table>

Teachers will increase understanding of EL standards and teaching strategies.			Professional Development Base No additional cost
Staff assess students per state ELD standards.			Base No additional cost Provide LEP students with Cromebooks for use at home as needed Base $4,000

Research, pilot, and implement an effective ELD program that includes an assessment tool.	All Schools	_x_ ALL --- OR: __Low Income pupils _x_ English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	ELD Program Components, including assessment tool. Base $2,000
Teachers will increase understanding of EL standards and teaching strategies.			Professional Development Base No additional cost
Staff assess students per state ELD standards.			Base No additional cost Provide LEP students with Cromebooks for use at

			home as needed Base $4,000
Research, pilot, and implement an effective ELD program that includes an assessment tool. Teachers will increase understanding of EL standards and teaching strategies.	All Schools	_x_ ALL -- OR: __Low Income pupils _x_ English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	ELD Program Components, including assessment tool. Base $2,000 Professional Development Base No additional cost Base

Staff assess students per state ELD standards.			No additional cost Provide LEP students with Cromebooks for use at home as needed Base $4,000

<table>
<tr><td colspan="4" align="center">LCAP Year 3: 2017-18</td></tr>
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<td>Expected Annual Measurable Outcomes:</td>
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Teachers will increase understanding of EL standards and teaching strategies.			Professional Development Base No additional cost
Staff assess students per state ELD standards.			Base No additional cost Provide LEP students with Cromebooks for use at home as needed Base $4,000

Research, pilot, and implement an effective ELD program that includes an assessment tool.	All Schools	_x_ ALL -- OR: __Low Income pupils _x_ English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	ELD Program Components, including assessment tool. Base $2,000
Teachers will increase understanding of EL standards and teaching strategies.			Professional Development Base No additional cost
Staff assess students per state ELD standards.			Base No additional cost Provide LEP students with Cromebooks for use at

			home as needed Base $4,000
Research, pilot, and implement an effective ELD program that includes an assessment tool. Teachers will increase understanding of EL standards and teaching strategies. Staff assess students per state ELD standards.	All Schools	_x_ ALL -- OR: __Low Income pupils _x_ English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	ELD Program Components, including assessment tool. Base $2,000 Professional Development Base No additional cost Base No additional

		cost
		Provide LEP students with Cromebooks for use at home as needed
		Base $4,000

GOAL:	**Goal 2: Provide an innovative and engaging education that meets the diverse learning needs of all students.** Identify and implement highly effective, research-based instructional and behavioral strategies for high risk students that support academic achievement and the transition into continuing education, college/vocational training, and/or employment opportunities.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x_ 6__ 7__ 8_x_ COE only: 9_x_ 10_x_ Local: Specify _____
Identified Need:	**Goal 2** **Identified Need:** Our at-risk students – which includes our expelled, ELL, and foster youth - have diverse learning and behavioral needs requiring the use of highly effective, research-based strategies/programs specifically designed for them. These programs should not only help at-risk student groups achieve standards, but must also support the transition into continuing education, college/vocational training, and/or employment opportunities.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	

LCAP Year 1: 2015-16	
Expected Annual Measurable Outcomes:	**Metric:** 1. Professional Development agendas, descriptions, sign-in sheets. 2. Administrator teacher observation/evaluation records. 3. Student performance data, including average GPA, attendance rates, CAHSEE pass rate, graduation rates, and average credits earned. 4. Transition to school of origin records. 5. College/vocational training enrollment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Research and develop innovative and engaging, educational program components – e.g., through regional site visits, student survey results, etc.	All Schools	__ALL -- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Re-designated fluent English proficient __Other Subgroups: At-risk	Curriculum Development Base $5,000
Develop engaging project-based learning instructional units.	All Schools	___ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient _x_Other Subgroups: High risk	Curriculum Development Base $2,500

Visits to sites that offer exemplary programs for high risk students.	All Schools	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups: High risk	Instructional staff stipend $1,000
Create meaningful and engaging opportunities for students to explore academic and career goals which will help them reach their educational, life, and professional goals.	All Schools	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups: High risk	Funding for adoptions and classroom materials. Collaboration time/Partnership with Parent Club for supplemental classroom reading materials. Base $1,000
Prioritize regular interactions with business and educational institutions away from campus, including field trips, on-line connectivity with outside resources, and shifting the daily schedule to further the school's mission to provide career exploration opportunities.	All Schools	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other	Community provided career advocate speakers. College and

| | | Subgroups:(Specify)_____ | career readiness informational materials.

Base $1,000 |
| --- | --- | --- | --- |

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	**Metric:** 1. Professional Development agendas, descriptions, sign-in sheets. 2. Administrator teacher observation/evaluation records. 3. Student performance data, including average GPA, attendance rates, CAHSEE pass rate, graduation rates, and average credits earned. 4. Transition to school of origin records. 5. College/vocational training enrollment.		

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Research and develop innovative and engaging, educational program components – e.g., through regional site visits, student survey results, etc.	All Schools	__ALL -- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Re-designated fluent English proficient __Other Subgroups: At-risk	Curriculum Development

Base $5,000 |

Develop engaging project-based learning instructional units.	All Schools	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient _x_Other Subgroups: High risk	Curriculum Development Base $2,500
Visits to sites that offer exemplary programs for high risk students.	All Schools	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups: High risk	Instructional staff stipend $1,000
Create meaningful and engaging opportunities for students to explore academic and career goals which will help them reach their educational, life, and professional goals.	All Schools	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups: High risk	Funding for adoptions and classroom materials. Collaboration time/Partnership with Parent Club for supplemental classroom reading materials. Base

			$1,000
Prioritize regular interactions with business and educational institutions away from campus, including field trips, on-line connectivity with outside resources, and shifting the daily schedule to further the school's mission to provide career exploration opportunities.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Community provided career advocate speakers. College and career readiness informational materials. Base $1,000
Research and develop innovative and engaging, educational program components – e.g., through regional site visits, student survey results, etc.	All Schools	__ALL -- OR: _x_ Low Income pupils _x_ English Learners _x_ Foster Youth __Re-designated fluent English proficient __Other Subgroups: At-risk	Curriculum Development Base $5,000

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	**Metric:** 1. Professional Development agendas, descriptions, sign-in sheets. 2. Administrator teacher observation/evaluation records. 3. Student performance data, including average GPA, attendance rates, CAHSEE pass rate, graduation rates, and average credits earned. 4. Transition to school of origin records. 5. College/vocational training enrollment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Research and develop innovative and engaging, educational program components – e.g., through regional site visits, student survey results, etc.	All Schools	__ALL -- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Re-designated fluent English proficient __Other Subgroups: At-risk	Curriculum Development Base $5,000
Develop engaging project-based learning instructional units.	All Schools	___ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient _x_Other Subgroups: High risk	Curriculum Development Base $2,500

Visits to sites that offer exemplary programs for high risk students.	All Schools	__ALL -- -------- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups: High risk	Instructional staff stipend $1,000
Create meaningful and engaging opportunities for students to explore academic and career goals which will help them reach their educational, life, and professional goals.	All Schools	__ALL -- -------- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups: High risk	Funding for adoptions and classroom materials. Collaboration time/Partnership with Parent Club for supplemental classroom reading materials. Base $1,000
Prioritize regular interactions with business and educational institutions away from campus, including field trips, on-line connectivity with outside resources, and shifting the daily schedule to further the school's mission to provide career exploration opportunities.	All Schools	_x_ALL -- -------- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other	Community provided career advocate speakers. College and

		Subgroups:(Specify)_____	career readiness informational materials. Base $1,000
Research and develop innovative and engaging, educational program components – e.g., through regional site visits, student survey results, etc.	All Schools	__ALL -- OR: _x_ Low Income pupils _x_ English Learners _x_ Foster Youth __Re-designated fluent English proficient __Other Subgroups: At-risk	Curriculum Development Base $5,000

GOAL:	**Goal 3: Provide a clean and safe learning environment that is culturally responsive to all students.** Provide an environment that is clean, safe, and culturally responsive to all students.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	**Goal 3** **Identified Need:** The learning environment will be clean, safe, and culturally responsive to all students.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	

LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	**Metric:** 1. Facilities inspection records 2. Suspension rates 3. Student climate/engagement surveys 4. CHKS data			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Maintain clean, safe, and culturally responsive learning environment.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____		Purchase t-shirts and t-shirt making equipment for use in elective courses that allow students to design their own anti-smoking campaign. TUPE $2,000 Facility costs and repairs included in the base

			program Base 19,000

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	**Metric:** 1. Facilities inspection records 2. Suspension rates 3. Student climate/engagement surveys 4. CHKS data		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Maintain clean, safe, and culturally responsive learning t-environment.	All Schools	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Purchase t-shirts and t-shirt making equipment for use in elective courses that allow students to design their own anti-smoking campaign. TUPE $2,000

			Facility costs and repairs included in the base program Base 19,000

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	**Metric:** 1. Facilities inspection records 2. Suspension rates 3. Student climate/engagement surveys 4. CHKS data		

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Maintain clean, safe, and culturally responsive learning environment.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Purchase t-shirts and t-shirt making equipment for use in elective courses that allow students to design their own anti-smoking campaign.

	TUPE $2,000
	Facility costs and repairs included in the base program
	Base 19,000

GOAL:	**Goal 4: Involve parents, family, and community members as partners in the education of all students.** Continue to use and develop effective communication tools, policies, and procedures to inform parents about their child's placement, participation, and progress in the educational programs.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 _x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	**Goal 4** **Identified Need:** Involve parents, family, and community members as partners in the education of all students.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	

LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	**Metric:** 1. Regular, ongoing communications with parents documented through communication tools used- e.g., website, letters, phone logs, email, etc. 2. Parent and student surveys.			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Enhance ongoing communication policies and procedures to keep parents/guardians informed about their child's placement, participation and progress in the educational programs offered at the school. Development and implementation of media delivery systems to inform stakeholders and to increase two-way communication, including enhanced website, subscription notifications, and integrated learning systems.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____		Beehively website production and maintenance. Base $10,200 ParentLink and mobile app development Base $2,000 Instructional Technology and Communications /Expand use of

				Pathways learning management system. Base $10,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**Metric:** 1. Regular, ongoing communications with parents documented through communication tools used- e.g., website, letters, phone logs, email, etc. 2. Parent and student surveys.		

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Enhance ongoing communication policies and procedures to keep parents/guardians informed about their child's placement, participation and progress in the educational programs offered at the school. Development and implementation of media delivery systems to inform stakeholders and to increase two-way communication, including enhanced website, subscription notifications, and integrated learning systems.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Beehively website production and maintenance. Base $10,200 ParentLink and mobile app development

			Base $2,000
			Instructional Technology and Communications – e.g., *Schoolology*, etc. /Expand use of *Pathways* learning management system.
			Base $10,000
Enhance ongoing communication policies and procedures to keep parents/guardians informed about their child's placement, participation and progress in the educational programs offered at the school. Development and implementation of media delivery systems to inform stakeholders and to increase two-way communication, including enhanced website, subscription notifications, and integrated learning systems.	All Schools	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Beehively website production and maintenance. Base $10,200 ParentLink and mobile

			app development Base $2,000 Instructional Technology and Communications – e.g., *Schoolology*, etc. /Expand use of *Pathways* learning management system. Base $10,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**Metric:** 1. Regular, ongoing communications with parents documented through communication tools used- e.g., website, letters, phone logs, email, etc. 2. Parent and student surveys.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

Enhance ongoing communication policies and procedures to keep parents/guardians informed about their child's placement, participation and progress in the educational programs offered at the school. Development and implementation of media delivery systems to inform stakeholders and to increase two-way communication, including enhanced website, subscription notifications, and integrated learning systems.	All Schools	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Beehively website production and maintenance. Base $10,200 ParentLink and mobile app development Base $2,000 Instructional Technology and Communications – e.g., *Schoolology*, etc. /Expand use of *Pathways* learning management system. Base

			$10,000
Enhance ongoing communication policies and procedures to keep parents/guardians informed about their child's placement, participation and progress in the educational programs offered at the school.

Development and implementation of media delivery systems to inform stakeholders and to increase two-way communication, including enhanced website, subscription notifications, and integrated learning systems. | All Schools | _x_ ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Re-designated fluent English proficient
__Other
Subgroups:(Specify)_____ | Beehively website production and maintenance.

Base $10,200

ParentLink and mobile app development

Base $2,000

Instructional Technology and Communications – e.g., *Schoolology*, etc. /Expand |

		use of *Pathways* learning management system. Base $10,000

GOAL:	**Goal 1: All students will have access to a quality education that ensures college and career readiness in the 21st Century.** Continue to provide enhanced educational support for at-risk Youth to ensure success, including supporting transition into continuing education, college/vocational training, and/or employment opportunities.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 _x_ 5 _x_ 6__ 7__ 8__ COE only: 9__ 10 _x_ Local: Specify _____
Identified Need:	**Goal 1: Expelled Youth** **Identified Need:** The process for enrolling and serving the needs of expelled students is an area of strength for El Dorado County Office of Education programs. Instructional practices that are proven effective for high-risk youth and providing 21st Century classrooms to all students, including expelled youth, needs to remain a focus. Maintaining high-quality educational programs and innovative instruction will better serve the individual needs of students.	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Yes

LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	**Metric:** 1. Enrollment records 2. Student attendance rates 3. Parent and student survey results			
Actions/Services		Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Services for expelled youth are described in Appendix "A."		All Schools	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient _x_Other Subgroups: Expelled Youth	Supplemental /Concentration: $4,000 Spent $0 ($4,000 remaining)
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	**Metric:** 1. Enrollment records 2. Student attendance rates 3. Parent and student survey results			
Actions/Services		Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

| Services for expelled youth are described in Appendix "A." | All Schools | _ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Re-designated fluent English proficient
_x_Other Subgroups: Expelled Youth | Security Camera Maintenance and/or Repair: $4,000 |

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**Metric:** 1. Enrollment records 2. Student attendance rates 3. Parent and student survey results

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Services for expelled youth are described in Appendix "A."	All Schools	__ALL -- -------- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient _x_Other Subgroups: Expelled Youth	Security Camera Maintenance and/or Repair: $4,000

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	**Goal 1: All students will have access to a quality education that ensures college and career readiness in the 21st Century.** **Goal 1.1** Maintain a quality educational program - all students will have access to the basic educational services that comprise a quality educational program. All teachers will be fully credentialed in the subject areas and for the grade-levels they are teaching; students will have access to standards-aligned instructional materials; facilities will be maintained in good repair by the Probation Department.	Related State and/or Local Priorities: 1 _x_ 2 _x_ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ COE only: 9 __ 10 __ Local : Specify _____

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

Expected Annual Measurable Outcomes:	All students will have access to the basic educational services that comprise a quality educational program: 1. Employ core academic program teachers. 2. Students will have access state standards aligned instructional materials. 3. Teachers will be fully credentialed in the subject areas and for the grade-levels they are teaching or will be working on a plan to meet credentialing requirements. 4. Identify and implement a comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement	Actual Annual Measurable Outcomes:	1. Core academic program teachers were employed. The students that attend the Charter Programs include high-risk students that face a variety of academic challenges. The student teacher ratio is kept low to allow teachers to better meet the needs of the students. 2. All students have access to standards-aligned instructional materials, including instructional technology tools. 3. All teachers are fully credentialed and highly-qualified in the subject areas and for the grade-levels taught. 4. A comprehensive college and career readiness plan

	to post-secondary goals.			for middle and high school students was developed. A dual college enrollment program was piloted with plans to expand next year.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain a staff-to-pupil ratio of approximately 15 to 1, which is significantly lower than county or state averages.	14.3 FTE Instructional Staff Base Cost of lower 15-1 student to teacher ratio Supplemental Concentration $657,630 Title IA $104,681	Core academic program teachers were provided. Students enrolled in our programs benefited from a staff-to-pupil ratio of approximately 15 to 1, which is significantly lower than county or state averages.	14.3 FTE Instructional Staff Base Cost of lower 15-1 student to teacher ratio Supplemental Concentration $657,630 Title IA $104,681
Scope of service: All Schools		Scope of service:	
_x_ALL		_x_ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Identify and implement a comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement to post-secondary goals.	Purchase core math instructional materials and/or instructional technology. Base: $7,000	A comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement to post-secondary goals was developed	Purchased core math instructional materials and/or instructional technology. Base: $7,000
Scope of service: All Schools		Scope of service:	
_x_ ALL		_x_ ALL	

Adopt state approved math and ELA instructional materials. Collaborate with local school districts to assess effectiveness of instructional materials and provide reasonable consistency so students may matriculate successfully to and from other schools.	Base $70,000	
__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____		

State approved materials were explored and will continue to be purchased for all students.	We have adopted some math and ELA state-approved materials and have collaborated with local school districts in assessing effectiveness. We will continue to explore and purchase additional materials in the 2016-17 school year. Base $10,000
_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	

Assess, pilot, and implement assessment tools for instructional staff that provide pre, post, and formative assessments – e.g., Illuminate, NWEA, etc.	Base $3,000	Assessment tools were assessed and implemented.	Base $3,000
Share a .5fte staff member for development of assessments, piloting, and monitoring.	Base $30,000	A shared .5fte staff member was provided.	Base $30,000
Maintain facilities in good repair.	Base $20,000	Facilities were maintained in good repair.	Base $20,000

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No other changes will be made to Goal 1.1

Original GOAL from prior year LCAP:	Goal 1: All students will have access to a quality education that ensures college and career readiness in the 21st Century. **Goal 1.2** Provide professional development opportunities for teachers, administrators and support staff on the new State Standards and instructional changes.	Related State and/or Local Priorities: 1__x_ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Teachers will begin to use instructional strategies aligned with the CCSS that focus on improving reading and writing skills in science, math, and social studies. Students will learn how to use technology as a tool for learning and communication. Student assessment results will demonstrate increased performance for writing and reading in science and social studies.	Actual Annual Measurable Outcomes:	Teachers began using instructional strategies aligned with the CCSS that focus on improving reading and writing skills in science, math, and social studies. Students began learning how to use technology as a tool for learning and communication. Plans to assist students with demonstrating increased performance for writing and reading in science and social studies were developed.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide professional development across all programs and subject areas, including state standards – e.g., conferences, online learning, and supporting professional development days.	Base $30,000 Title IA $26,691	Professional development was provided across all programs.	Base $30,000 Title IA $19,000
Continue to develop and support curriculum aligned to the new State Standards, including supplemental materials and professional development.	Base $2,000	Supplemental materials aligned with the new State Standards were developed, including release time for staff professional development.	Base $2,000

Scope of service:	All Schools			Scope of service:		
_x_ALL				_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____				OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____		
OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____				OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The wording in the action listed above will now also reflect the same as goals and action items listed in our WASC Report under Professional Development/ELA/All Programs Goals 2 & 3.

	Goal 1: All students will have access to a quality education that ensures college and career readiness in the 21st Century. **Goal 1.3** All Charter students need to have the digital tools necessary to access the new State Standards, to develop 21st Century learning skills, and to be prepared to participate in state assessments.	Related State and/or Local Priorities: 1x__ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____
Original GOAL from prior year LCAP:		
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	80% of students will have access to instructional technology - e.g. Chrome book, iPad, computer, etc. which provides access to the internet, develops 21st Century learning skills, and provides a rich platform of web-based applications. 100% of school sites will have reliable, high-speed internet connectivity as well as campus-wide Wi-Fi.	Actual Annual Measurable Outcomes:	80% of students have access to instructional technology - e.g. Chrome book, iPad, computer, etc. which provides access to the internet, develops 21st Century learning skills, and provides a rich platform of web-based applications. All school sites have reliable, high-speed internet connectivity as well as campus-wide Wi-Fi.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All students will have access to 21st Century instructional technology, providing access to online resources and tools that support all students, including low income pupils, English Learners, Foster Youth, and Expelled Youth.	Base $35,000	All students have access to 21st Century instructional technology, providing access to online resources and tools that support all students, including low income pupils, English Learners, Foster Youth, and Expelled Youth.	Base $35,000
Scope of service: All Schools		Scope of service:	
_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____		_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and	The wording in the action listed above will now also reflect the same as goals and action items listed in

expenditures will be made as a result of reviewing past progress and/or changes to goals?	our WASC Report under Curriculum and Resources/ELA/Goals 1 & 3.

	Goal 1: All students will have access to a quality education that ensures college and career readiness in the 21st Century. **Goal 1.4** Identify and implement an enhanced research-based ELD Program that includes pre and post assessments to determine progress in learning English. All English Learners will be placed in the ELD program based on CELDT and pre-assessment results. Students will show progress in learning English while enrolled.	Related State and/or Local Priorities: 1x__ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____
Original GOAL from prior year LCAP:		

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

	All English Learners will be assessed for placement in the ELD program upon enrollment. Pre and post assessment from the adopted ELD program will be used to monitor individual English Learner progress in learning English while students are enrolled, and the data will be used to improve the overall program as well as to respond to individual student need. 50% of teachers and administrators will have participated in professional development focused on		An improved plan to assess all English Learners for placement in the ELD program upon enrollment was developed. Pre and post assessment from the adopted ELD program were used to monitor individual English Learner progress in learning English while students are enrolled, and the data will be used to improve the overall program as well as to respond to individual student need was developed. Teachers and administrators participated in
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	

	standards-based/standards-aligned instruction and material, the implementation of the ELD Standards in tandem with the CCSS for ELA and Math as documented by locally developed tools.		professional development focused on standards-based/standards-aligned instruction and material, the implementation of the ELD Standards in tandem with the CCSS for ELA and Math as documented by locally developed tools.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Research, pilot, and implement an effective ELD program that includes an assessment tool.	Base $2,000	An effective ELD program and assessment tool were implemented.	Base $1,000
Teachers will increase their understanding of EL standards and teaching strategies.	No additional cost	Teachers increased their understanding of EL standards and teaching strategies.	No additional cost
Staff assess students per state ELD standards.	No additional cost	Staff assessed students per state ELD standards.	No additional cost
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Purchased EL assessment materials. Cost of materials was significantly less than anticipated. The 2016-17 LCAP actions, services, and expenditures will reflect this change in cost.		

Original GOAL from prior year LCAP:	**Goal 2: Provide an innovative and engaging education that meets the diverse learning needs of all students.** Identify and implement highly effective, research-based instructional and behavioral strategies for students that support academic achievement and the transition into continuing education, college/vocational training, and/or employment opportunities.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x_ 6__ 7_x_ 8_x_ COE only: 9_x_ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Administrators, teachers, and instructional coaches will identify and implement highly effective, research-based instructional and behavioral strategies for high risk students that support academic achievement and the transition into continuing education, college/vocational training, and/or employment opportunities. Students enrolled in our programs benefit from a staff-to-pupil ratio of approximately 15 to 1, which is significantly lower than county or state averages.	Actual Annual Measurable Outcomes:	Administrators, teachers, and instructional coaches identified and are working to implement highly effective, research-based instructional and behavioral strategies for high risk students that support academic achievement and the transition into continuing education, college/vocational training, and/or employment opportunities. Students enrolled in our programs benefited from a staff-to-pupil ratio of approximately 15 to 1, which is significantly lower than county or state averages.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Research and develop innovative and engaging educational program components – e.g., regional site visits, student survey results, etc.	Base $5,000	Innovative and engaging educational program components were researched and developed.	$5,000

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The planning of a team comprised of administrators, teachers and instructional coaches to identify highly effective instructional practices for Foster Youth, Low Income and high risk students and procedures that support academic achievement and the successful transition into continuing education, college/vocational training, and/or employment opportunities occurred this year but will be implemented in 2016-17. The wording in the action listed above will now also reflect the same as goals and action items listed in our WASC Report under Professional Development/ELA/All Programs/Goals 1 & 5.

Original GOAL from prior year LCAP:	**Goal 3: Provide a clean and safe learning environment that is culturally responsive to all students.** The learning environment will be clean, safe, and culturally responsive to all students.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Student learning environments will be clean, safe, and culturally responsive. Students enrolled in our programs benefit from a staff-to-pupil ratio of approximately 15 to 1, which is significantly lower than county or state averages. Due to the highly at-risk nature of the students at our Community School, Video surveillance equipment has	Actual Annual Measurable Outcomes:	Student learning environments are clean, safe, and culturally responsive. Students enrolled in our programs benefited from a staff-to-pupil ratio of approximately 15 to 1, which is significantly lower than county or state averages. Due to the highly at-risk nature of the students at our Community School, additional video surveillance

	been installed to enhance the safety, security, and welfare of students, staff, and visitors.		equipment was installed to enhance the safety, security, and welfare of students, staff, and visitors.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain a clean, safe, and culturally responsive learning environment.	Base $19,000 TUPE $3,000	A clean, safe, and culturally responsive learning environment was provided. The result was a projected 87% reduction in discipline at our County Community School. Security cameras were maintained and monitored. Window coverings for our Independent Study Programs were purchased. TUPE funds were spent on anti-smoking campaign t-shirts, CHKS reports, and guest speakers.	Base $19,000 TUPE $2,618
_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____		_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes	Ongoing facilities costs will be maintained through base program funding (see Goal 1.1). Security cameras described in action above were purchased. This action will not be reflected in the 2016-17		

to goals?	LCAP.

Original GOAL from prior year LCAP:	**Goal 4: Involve parents, family, and community members as partners in the education of all students.** Involve parents, family, and community members as partners in the education of all students.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 _x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Policies and procedures will be identified and implemented to ensure parents/guardians are informed about, and engaged concerning, student participation and progress.	Actual Annual Measurable Outcomes:	Policies and procedures were identified and implemented to ensure parents/guardians are informed about, and engaged concerning, student participation and progress.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Enhance ongoing communication policies and procedures to keep parents/guardians informed about their child's placement, participation and progress in the educational programs offered at the school.	Beehively website production and maintenance Base $10,200	Ongoing communication policies and procedures to keep parents/guardians informed about their child's placement, participation and progress in the educational programs offered at the school were enhanced and provided.	Beehively website production and maintenance Base $10,200

		Stakeholder surveys were distributed and results were shared. Survey results and stakeholder feedback will continue to be used as a useful tool in identifying areas of strength and need across all programs.	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Ongoing policies and procedures are in place to keep parents/guardians informed about their child's placement, participation and progress in the educational programs offered at the school. Expansion of instructional technology and the Beehively production were purchased and implemented. This action will continue to be reflected in the 2016-17 LCAP.	

Original GOAL from prior year LCAP:	**Goal 6: Expelled Youth** **Identified Need:** The process for enrolling and serving the needs of expelled students is an area of strength for El Dorado County Office of Education programs. Instructional practices that are proven effective for high-risk youth and providing 21st Century classrooms to all students, including expelled youth, needs to remain a focus. Maintaining high-quality educational programs and innovative instruction will better serve the individual needs of students. **Metric:** 1. Enrollment records 2. Student attendance rates 3. Parent and student survey results		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5x__ 6__ 7__ 8_x_ COE only: 9_x_ 10_x_

Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	Yes	
Expected	Continue to provide services that support academic	Actual Annual	Services that support academic success to Expelled

Annual Measurable Outcomes:	success to Expelled Youth in El Dorado County, including supporting transition into continuing education, college/vocational training, and/or employment opportunities. Students enrolled in our programs benefit from a staff-to-pupil ratio of approximately 15 to 1, which is significantly lower than county or state averages.	Measurable Outcomes:	Youth in El Dorado County, including supporting transition into continuing education, college/vocational training, and/or employment opportunities were provided. Students enrolled in our programs benefited from a staff-to-pupil ratio of approximately 15 to 1, which is significantly lower than county or state averages.

LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Services for expelled youth are described in Appendix "A."		Services for expelled youth were provided.		
Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_ Other Subgroups: Expelled Youth		Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient _x_ Other Subgroups: Expelled Youth		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The action describing the Identification and implementation of a comprehensive college and career readiness goal will be identified in the 16-17 LCAP. No other changes will be made to Goal 6.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated: $_$633,718_____
Charter Alternative Program expends the Supplemental and Concentration funding in alignment with the goals of the LCAP. Funds are used to maintain the low 15 to 1 certificated and classified instructional staff ratio to effectively target the learning/behavioral needs of the high-risk population of students at Community School, El Dorado Trade School, Connections Academy (CCA), Community Action for Response Education (CARE), and Community School K-6. Funds will also be used to pay for increased intervention and assessment services, professional development and programs/services to increase student and parent engagement.

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

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

13.46 %

To provide a 12.61% level of increased or improved services for low-income, English Learner and Foster Youth students, efforts will be focused on professional development and centered on the use of research-based intervention and instructional strategies. When staff are properly trained, supported and equipped to work with low-income, English Learner and Foster Youth students, instructional strategies and student outcomes will improve. Additionally, funds will be used to support an intervention program, implementation of assessments to measure student progress and programs that improve transition from court school and parent communication/involvement. These efforts will provide more than the needed 12.61% of increased or improved services.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

8-22-14 [California Department of Education]