

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

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

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

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

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

LEA Name	Clarksville Charter School		
Contact Name and Title	Dr. Herbert Nichols Executive Director	Email and Phone	<a href="mailto:nick@inspireschools.org">nick@inspireschools.org</a> 818-207-3837

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## 2018-21 Plan Summary

### THE STORY

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

Clarksville Charter School is a tuition-free, personalized learning public charter school for TK-12<sup>th</sup> grade students. Offering both flexibility and choice, Clarksville Charter School empowers families to tailor a school program that is designed around the specific and unique needs of each student. Under the direction of highly qualified, credentialed teachers, students will engage in independent study learning models that could include 100% online coursework, offline textbook work, homeschool curriculum, project based learning, and unique enrichment opportunities. Each of the different programs allow students to take courses and learn in the optimal environment for their learning needs and take advantage of personalized learning options.

### LCAP HIGHLIGHTS

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

Clarksville Charter School will open on July 1, 2018, with the mission to provide a high standard of education to students through comprehensive curriculum supported by energetic, dynamic, and caring teachers. Clarksville Charter School is committed to developing the individual gifts of students in partnership with parents/guardians to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real life success in the 21st Century.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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### Goal 1

Appropriately assigned and credentialed teachers will develop, implement, and assess standards-based academic content supported by a Professional Development Plan consistent with our mission and objectives, focusing first on personalized learning, critical thinking strategies, data analysis, and Common Core State Standards.

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

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

#### Identified Need

As an independent study school, students need a variety of ways to engage with the school community to positively impact their educational experience. Focused professional development needs to provide to parents because they provide instructional support to students. Parent participation in meetings, workshops, trainings, etc. is low.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
100% of teachers appropriately assigned and fully credentialed.	New school program and baseline will be established 2018-2019 school year.			
Increase number of students participating in Enrichment Academies as measured by student enrollment.	New program and Baseline data will be available in 2018-19			
Increase opportunities for parent participation in various	New program and Baseline data will			

school activities.	be available in 2018-19			
Increase parent participation rate for the school climate survey by 10%.	New school program and baseline will be established 2018-2019 school year.			
Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments.	New school program and baseline will be established 2018-2019 school year.			
Maintain chronic absenteeism rate at 0%.	New school program and baseline will be established 2018-2019 school year.			
Maintain the rate of pupil suspension and expulsions rates.	New school program and baseline will be established 2018-2019 school year.			
Maintain safe facilities as demonstrated in the Facilities Inventory (FIT) Report.	New school program and baseline will be established 2018-2019 school year.			

PLANNED ACTIONS / SERVICES

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

Action

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

Action **1**

**2019-20**

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>Ensure teachers are subject matter competent:</li> <li>Annual teacher credential review, including CLAD or equivalent</li> <li>Audit Highly Qualified Teacher assignments</li> <li>Implement a performance review process that evaluates teacher implementation of CCSS effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure teachers are subject matter competent:</li> <li>Annual teacher credential review, including CLAD or equivalent</li> <li>Audit Highly Qualified Teacher assignments</li> <li>Implement a performance review process that evaluates teacher implementation of CCSS effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure teachers are subject matter competent:</li> <li>Annual teacher credential review, including CLAD or equivalent</li> <li>Audit Highly Qualified Teacher assignments</li> <li>Implement a performance review process that evaluates teacher implementation of CCSS effectively.</li> </ul>

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
Amount <input type="text" value="\$1,658,600"/>	Amount <input type="text" value="\$1,983,782"/>	Amount <input type="text" value="\$2,044,088"/>
Source <input type="text" value="1100"/>	Source <input type="text" value="1100"/>	Source <input type="text" value="1100"/>

Budget Reference

Certificated Teachers

Budget Reference

Certificated Teachers

Budget Reference

Certificated Teachers

## Action 2

2018-19

New  Modified  Unchanged

Focused Professional development and parent engagement:

- Create and implement school-wide and department professional development calendar and data meetings for staff and parents.
- Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis.
- Provide opportunities for families to support their students' educations and provide input in decisions, feel welcomed and comfortable accessing school resources, including parents of ELL students and unduplicated pupils.

2019-20

New  Modified  Unchanged

Focused Professional development and parent engagement:

- Create and implement school-wide and department professional development calendar and data meetings for staff and parents.
- Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis.
- Provide opportunities for families to support their students' educations and provide input in decisions, feel welcomed and comfortable accessing school resources, including parents of ELL students and unduplicated pupils.

2020-21

New  Modified  Unchanged

Focused Professional development and parent engagement:

- Create and implement school-wide and department professional development calendar and data meetings for staff and parents.
- Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis.
- Provide opportunities for families to support their students' educations and provide input in decisions, feel welcomed and comfortable accessing school resources, including parents of ELL students and unduplicated pupils.

## BUDGETED EXPENDITURES

2018-19

Amount \$7,383

Source 5804

Budget Reference Professional Development

2019-20

Amount \$7,400

Source 5804

Budget Reference Professional Development

2020-21

Amount \$7,548

Source 5804

Budget Reference Professional Development

## Action 3

New  Modified  Unchanged

- Monitor and intervene on attendance and behavior:
- Monthly analysis of attendance and behavior data by subgroup.
- Special education services to students with emotional and behavioral challenges as required

2018-19

New  Modified  Unchanged

- Monitor and intervene on attendance and behavior:
- Monthly analysis of attendance and behavior data by subgroup.
- Special education services to students with emotional and behavioral challenges as required

2019-20

New  Modified  Unchanged

- Monitor and intervene on attendance and behavior:
- Monthly analysis of attendance and behavior data by subgroup.
- Special education services to students with emotional and behavioral challenges as required

by IEP.

- Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures.
- Administer, analyze, and respond to results of annual student and staff satisfaction surveys.
- Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing.

by IEP.

- Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures.
- Administer, analyze, and respond to results of annual student and staff satisfaction surveys. Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing.

by IEP.

- Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures.
- Administer, analyze, and respond to results of annual student and staff satisfaction surveys. Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing.

**BUDGETED EXPENDITURES**

2018-19	2019-20	2020-21
Amount: 0	Amount: 0	Amount: 0
Source: n/a	Source: n/a	Source: n/a
Budget Reference: Included in Goal 1, Action 1	Budget Reference: Included in Goal 1, Action 1	Budget Reference: Included in Goal 1, Action 1

**Action 4**

2018-19	2019-20	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>• Continue the use of Parent Portal:</li> <li>• Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal</li> <li>• Continue to engage parents in use of parent portal (demonstration sessions, how to guides)</li> <li>• Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue the use of Parent Portal:</li> <li>• Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal</li> <li>• Continue to engage parents in use of parent portal (demonstration sessions, how to guides)</li> <li>• Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue the use of Parent Portal:</li> <li>• Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal</li> <li>• Continue to engage parents in use of parent portal (demonstration sessions, how to guides)</li> <li>• Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.</li> </ul>

**BUDGETED EXPENDITURES**

2018-19	2019-20	2020-21
Amount: 0	Amount: 0	Amount: 0
Source: n/a	Source: n/a	Source: n/a

Budget  
Reference

Included in Goal 1, Action

Budget  
Reference

Included in Goal 1, Action 1

Budget  
Reference

Included in Goal 1, Action 1

New

Modified

Unchanged

## Goal 2

Create systems and structures that provide multiple pathways of personalized learning and increase College and Career Readiness of our students to close the achievement gap for all subgroups.

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

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

Administration and staff need to create and implement a formal system to quickly identify and support students in danger of failing. While many parents are highly involved in the student-parent-teacher partnership through monthly conferences and frequent dialogue, the school needs to formally involve parents and students in the decision-making process of the school by creating a parent-involved leadership team. The school needs to establish community partnerships and connections to provide students with more college and career resources and/or internship opportunities for students.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
CAASPP participation rate will be at least 95%	New school program and baseline will be established 2018-2019 school year.			
The percentage of Clarksville students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups, will meet or exceed the statewide average	New school program and baseline will be established 2018-2019 school year.			
The percentage of Clarksville students meeting or exceeding	New school program and baseline will be established 2018-2019 school year.			



standards on CAASPP Math assessments, including all subgroups, will meet or exceed the statewide average				
10% of English learners will increase one level of proficiency on the ELPAC annually	New school program and baseline will be established 2018-2019 school year.			
At least 10% of EL students will demonstrate eligibility for reclassification	New school program and baseline will be established 2018-2019 school year.			
95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught.	New school program and baseline will be established 2018-2019 school year.			
A professional development calendar will be created to include specific CCSS PD.	100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year.			

PLANNED ACTIONS / SERVICES

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

Action

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

Action **1**

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing.	Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing.	Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing.

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
Amount: 0	Amount: 0	Amount: 0
Source: n/a	Source: n/a	Source: n/a
Budget Reference: Included in Goal 1, Action 1	Budget Reference: Included in Goal 1, Action 1	Budget Reference: Included in Goal 1, Action 1

## Action 2

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>Implement RTI model:</li> <li>Identify at-risk students</li> <li>Use RTI tiers to determine each student's level of need</li> <li>Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes</li> </ul>	<ul style="list-style-type: none"> <li>Continue to Implement RTI model:</li> <li>Identify at-risk students</li> <li>Continue to use RTI tiers to determine each student's level of need</li> <li>Continue to Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes</li> </ul>	<ul style="list-style-type: none"> <li>Continue to Implement RTI model:</li> <li>Identify at-risk students</li> <li>Continue to use RTI tiers to determine each student's level of need</li> <li>Continue to Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes</li> </ul>

### BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
Amount: 265,813	Amount: 298,393	Amount: 304,361
Source: 4305	Source: 4305	Source: 4305
Budget Reference: Software	Budget Reference: Software	Budget Reference: Software

## Action 3

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>Identify, assess, and instruct English Language Learners:</li> <li>Systematically collect home language survey and identify ELs upon enrollment into SIS</li> <li>Administer the ELPAC annually to all EL students during the appropriate testing window</li> <li>Hire ELD teacher to conduct designated EL instruction</li> </ul>	<ul style="list-style-type: none"> <li>Identify, assess, and instruct English Language Learners:</li> <li>Systematically collect home language survey and identify ELs upon enrollment into SIS</li> <li>Administer the ELPAC annually to all EL students during the appropriate testing window</li> <li>ELD teacher to conduct designated EL instruction</li> </ul>	<ul style="list-style-type: none"> <li>Identify, assess, and instruct English Language Learners:</li> <li>Systematically collect home language survey and identify ELs upon enrollment into SIS</li> <li>Administer the ELPAC annually to all EL students during the appropriate testing window</li> <li>ELD teacher to conduct designated EL instruction</li> </ul>

- Track student progress toward meeting EL proficiency requirements

- Form an EL committee to monitor EL progress on core courses and provide interventions three times a year.

- Form an EL committee to monitor EL progress on core courses and provide interventions three times a year.

**BUDGETED EXPENDITURES**

2018-19	2019-20	2020-21
Amount: 0	Amount: 0	Amount: 0
Source: n/a	Source: n/a	Source: n/a
Budget Reference: Included in goal 1, action 1	Budget Reference: Included in goal 1, action 1	Budget Reference: Included in goal 1, action 1

**Action 4**

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>Continue to build up course lists, pathways, and tracks that promote College &amp; Career Readiness and encourage enrollment in appropriate personalized learning plan.</li> <li>Committee to review and approve new curriculum and courses</li> <li>Counselors and HST teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans.</li> <li>Counselors build and monitor progress of each student's Individualized Graduation Plan (IGP) and conduct transcript audits</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build up course lists and pathways that promote College &amp; Career Readiness and encourage enrollment in appropriate personalized learning plan.</li> <li>Committee to review and approve new curriculum and courses</li> <li>Counselors and HST teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build up course lists, pathways, and tracks that promote College &amp; Career Readiness and encourage enrollment in appropriate personalized learning plan.</li> <li>Committee to review and approve new curriculum and courses</li> <li>Counselors and HST teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans.</li> </ul>

**BUDGETED EXPENDITURES**

2018-19	2019-20	2020-21
Amount: 0	Amount: 0	Amount: 0

Source

n/a

Source

n/a

Source

n/a

Budget  
Reference

Included in goal 1, action 1

Budget  
Reference

Included in goal 1, action 1

Budget  
Reference

Included in goal 1, action 1

New

X Modified

Unchanged

## Goal 3

Clarksville students will graduate college and career ready in all subject areas, based on the CA State Standards.

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

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

-Improve the number of students meeting requirements to UC/CSU and improved number of students demonstrating college readiness.

-Improve support to students struggling to meet General Education High School requirements.

-No in-house CTE courses, sequences, or programs are currently offered.

-Encourage students to take a-g, AP and/or concurrently enrollment in community college courses.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Increase High School Cohort graduation rate	New high school program and baseline will be established 2018-2019 school year.			
Increase the number of pupils taking Career Technical Education sequences or programs	New high school program and baseline will be established 2018-2019 school year.			
Increase high school students on track to graduate with a-g	New high school program and			

requirements fulfilled	baseline will be established 2018-2019 school year.			
Increase the number of students participating in the SAT /ACT/ PSAT	New high school program and baseline will be established 2018-2019 school year.			
Increase the number of students taking college level courses through AP or with concurrent enrollment in community colleges	New high school program and baseline will be established 2018-2019 school year.			
Maintain 100% of high school students with 4-Year Plans created by a Guidance Counselor	New school program and baseline will be established 2018-2019 school year.			
Decrease the high school cohort dropout rate	New high school program and baseline will be established 2018-2019 school year.			
Decrease the middle school dropout rate	New action and Baseline data is pending			

PLANNED ACTIONS / SERVICES

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

Action

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

Action **1**

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Implement Project Recovery for students who did not continue with Clarksville the following school year to decrease the dropout rates in middle and high school	Implement Project Recovery for students who did not continue with Clarksville the following school year to decrease the dropout rates in middle and high school	Implement Project Recovery for students who did not continue with Clarksville the following school year to decrease the dropout rates in middle and high school

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
Amount: 0	Amount: 0	Amount: 0
Source: n/a	Source: n/a	Source: n/a



Budget Reference

No additional expenses

Budget Reference

No additional expenses

Budget Reference

No additional expenses

## Action 2

2018-19

2019-20

2020-21

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Continue to provide all required classes for students within their selected High school course plans to ensure all students are prepared for their selected college/career pathway.

Continue to provide all required classes for students within their selected High school course plans to ensure all students are prepared for their selected college/career pathway.

Continue to provide all required classes for students within their selected High school course plans to ensure all students are prepared for their selected college/career pathway.

### BUDGETED EXPENDITURES

2018-19

2019-20

2020-21

Amount 0

Amount 0

Amount 0

Source n/a

Source n/a

Source n/a

Budget Reference  
No additional expenses

Budget Reference  
No additional expense

Budget Reference  
No additional expense

## Action 3

2018-19

2019-20

2020-21

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Continue to provide targeted, research-based math & ELA support for struggling students.

Continue to provide targeted, research-based math & ELA support for struggling students.

Continue to provide targeted, research-based math & ELA support for struggling students.

### BUDGETED EXPENDITURES

2018-19

2019-20

2020-21

Amount 0

Amount 0

Amount 0

Source n/a

Source n/a

Source n/a

Budget Reference

No additional expenses

Budget Reference

No additional expense

Budget Reference

No additional expense

### Action 4

**2018-19**

**2019-20**

**2020-21**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Continue to support and provide internal PD to administrators and teachers to ensure students are prepared for their selected college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)

Continue to support and provide internal PD to administrators and teachers to ensure students are prepared for their selected college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)

Continue to support and provide internal PD to administrators and teachers to ensure students are prepared for their selected college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)

### BUDGETED EXPENDITURES

**2018-19**

**2019-20**

**2020-21**

Amount 0

Amount 0

Amount 0

Source n/a

Source n/a

Source n/a

Budget Reference No additional expenses

Budget Reference No additional expense

Budget Reference No additional expense

## Strategic Planning Details and Accountability

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

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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### Goal 4

Clarksville students will have access CCSS aligned instructional materials, 21st Century Learning tools and opportunities to develop and implement collaborative learning opportunities to navigate technology and communicate effectively throughout their K12 education

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

Students need to be challenged as 21<sup>st</sup> Century learners to think critically and collaboratively, examine problems, gather information, and make informed, reasoned decisions while using technology.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
100% of students will have access to a computer	Baseline data will be created in 2018-19			
100% of the students will have a broad course of study through vendor and enrichment opportunities	Baseline data will be created in 2018-19			
Increased student participation in leadership opportunities such as Yearbook Committee and Student Council.	Baseline data will be created in 2018-19			

Maintain and update FAQs, policies, and program descriptions on school website as monitored by staff log.	Baseline data will be created in 2018-19			
Continue to provide access to online courses as well as textbook based courses to meet the needs of diverse learners.	Baseline data will be created in 2018-19			
Continue to provide access to online courses as well as textbook.	Baseline data will be created in 2018-19			

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>Students are provided with funds to use toward broad course of study such as VAPA courses and enrichment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with funds to use toward broad course of study such as VAPA courses and enrichment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with funds to use toward broad course of study such as VAPA courses and enrichment opportunities</li> </ul>

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
Amount: 64,461	Amount: 94,287	Amount: 96,172
Source: 4303	Source: 4303	Source: 4303
Budget Reference: Special Activities and fieldtrips	Budget Reference: Special Activities and fieldtrips	Budget Reference: Special Activities and fieldtrips

[PLANNED ACTIONS / SERVICES](#)

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

Action **2**

[ACTIONS/SERVICES](#)

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>Collect data to ensure students have access to technology to create technology based projects or participating in programs such as coding</li> </ul>	<ul style="list-style-type: none"> <li>Collect data to ensure students have access to technology to create technology based projects or participating in programs such as coding</li> </ul>	<ul style="list-style-type: none"> <li>Collect data to ensure students have access to technology to create technology based projects or participating in programs such as coding</li> </ul>

[BUDGETED EXPENDITURES](#)

2018-19	2019-20	2020-21
Amount: 0	Amount: 0	Amount: 0
Source: n/a	Source: n/a	Source: n/a
Budget Reference: No additional expense	Budget Reference: No additional expense	Budget Reference: No additional expense

Action **3**

[ACTIONS/SERVICES](#)

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>High school courses will include project- based learning that incorporates technology, collaboration, and student communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>High school courses will include project- based learning that incorporates technology, collaboration, and student communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>High school courses will include project- based learning that incorporates technology, collaboration, and student communication skills.</li> </ul>

[BUDGETED EXPENDITURES](#)

2018-19		2019-20		2020-21	
Amount	0	Amount	0	Amount	0
Source	n/a	Source	n/a	Source	n/a
Budget Reference	No additional expense	Budget Reference	No additional expense	Budget Reference	No additional expense

Action **4**

ACTIONS/SERVICES

2018-19		2019-20		2020-21	
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged		<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged		<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	
<ul style="list-style-type: none"> <li>Increase opportunities for students to participate in leadership and academic events to develop confidences and leadership skills</li> </ul>		<ul style="list-style-type: none"> <li>Increase opportunities for students to participate in leadership and academic events to develop confidences and leadership skills</li> </ul>		<ul style="list-style-type: none"> <li>Increase opportunities for students to participate in leadership and academic events to develop confidences and leadership skills</li> </ul>	

BUDGETED EXPENDITURES

2018-19		2019-20		2020-21	
Amount	0	Amount	0	Amount	0
Source	n/a	Source	n/a	Source	n/a
Budget Reference	No additional expense	Budget Reference	No additional expense	Budget Reference	No additional expense

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$585,961

Percentage to Increase or Improve Services:

8.48 %

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

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

The supplemental funds will be used to support the development and implementation of support services for English Learners (EL), Foster Youth and Low-Socio-Economic students charter-wide. Clarksville Charter School recognizes the unique needs of low-income students, English Learners, and foster youth. In support of our foster youth, English Learners and at-risk students, we will provide support through our parent liaison and foster-homeless youth liaison. This team will monitor the progress of the identified students, connect students to counseling as needed, and ensure that foster youth transition appropriately to independent study program environment both academically and social-emotionally.

In addition, Clarksville Charter School will continue to provide Homeschool Teachers (HST) with the instructional support they need through professional development, planning, data analysis, coaching, and knowledge building for teachers. The processing and planning time needed for teachers to collaborate and plan for instruction will come through our monthly professional development with Regional Coordinators and Senior Director. HSTs work with parents at least every 20 days or more frequently as needed to support students academically and review enrichment activities students are engaged in to ensure students are receiving a broad course of study.

Target support will be provided to the subgroups. Dedicated staff members (Foster-Homeless Youth Liaison and Director of English Language Development) monitored students who were foster youth and/or English Learners to ensure they were on-track academically. In addition, Parent liaisons connected with the students and provided support in connecting with teachers to provide academic support and connect students to local social-emotional services. English learner teacher provided daily ELD for all English Learners. Students were provided opportunities to attend field trips and activities to build collaboration, language, and exposure to the arts and sciences.



