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	nick@inspireschools.org 818-207-3837

2017-20 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-12th 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. Students from every program can choose to learn from their homes, in an alternate setting of choice, at an Enrichment Academy, or through a Specialty Program.

LCAP HIGHLIGHTS

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

Clarksville Charter School will open on July 1, 2017, 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.

☐ New	X Modified	☐ Unchanged

Goal 1	Appropriately credential teachers will provide personalized learning to support/improve student achievement while working collaboratively with parents/guardians.

State and/or Local Priorities Addressed by this goal:

STATE x 1 x 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 x 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	2017-18	2018-19	2019-20
100% of teachers appropriately assigned and fully credentialed.	New school program and baseline will be established 2017-2016 school year.			
Increase number of students participating in Enrichment Academies as measured by student enrollment.	New program and Baseline data will be available in 2017-18			
Increase the number of parents who participate in	New program and Baseline data will			

various school activities as measured by sign-ins.	be available in 2017-18			
Increase parent participation rate for the school climate survey by 10%.	New school program and baseline will be established 2017-2016 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 2017-2016 school year.			
Maintain chronic absenteeism rate at 0%.	New school program and baseline will be established 2017-2016 school year.			
Maintain the rate of pupil suspension and expulsions rates.	New school program and baseline will be established 2017-2016 school year.			
Maintain safe facilities as demonstrated in the Facilities Inventory (FIT) Report.	New school program and baseline will be established 2017-2016 school year.			

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	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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	X English Learners X Foster Youth X Low Income
Scope of Services	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

Action **1**   **2019-20**

☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
• Ensure teachers are subject matter competent: • Annual teacher credential review, including CLAD or equivalent • Audit Highly Qualified Teacher assignments • Implement a performance review process that evaluates teacher implementation of CCSS effectively.	• Ensure teachers are subject matter competent: • Annual teacher credential review, including CLAD or equivalent • Audit Highly Qualified Teacher assignments Implement a performance review process that evaluates teacher implementation of CCSS effectively.	• Ensure teachers are subject matter competent: • Annual teacher credential review, including CLAD or equivalent • Audit Highly Qualified Teacher assignments • Implement a performance review process that evaluates teacher implementation of CCSS effectively.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$2,035,000	Amount	$2,075,700	Amount	$2,117,214
Source	1100	Source	1100	Source	1100

| Budget Reference | Certificated Teachers | Budget Reference | Certificated Teachers | Budget Reference | Certificated Teachers |

Action 2

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X 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.	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.	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

2017-18		**2018-19**		**2019-20**	
Amount	$5,000	Amount	$5,100	Amount	$5,202
Source	5804	Source	5804	Source	5804
Budget Reference	Professional Development	Budget Reference	Professional Development	Budget Reference	Professional Development

Action 3

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X 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	• 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	• 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

2017-18	2018-19	2019-20
by IEP.	by IEP.	by IEP.
• Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures.	• Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures.	• 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.	• Administer, analyze, and respond to results of annual student and staff satisfaction surveys.	• 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.	Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing.	Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$92,160	Amount	$94,003	Amount	$95,883
Source	1300	Source	1300	Source	1300
Budget Reference	Certificated Administrators	Budget Reference	Certificated Administrators	Budget Reference	Certificated Administrators

Action 4   2018-19   2019-20

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
• Continue the use of Parent Portal: • Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal • Continue to engage parents in use of parent portal (demonstration sessions, how to guides) • Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.	• Continue the use of Parent Portal: • Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal • Continue to engage parents in use of parent portal (demonstration sessions, how to guides) • Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.	• Continue the use of Parent Portal: • Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal • Continue to engage parents in use of parent portal (demonstration sessions, how to guides) • Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	0	Amount	0	Amount	0
Source	n/a	Source	n/a	Source	n/a

Budget Reference	Already included in goal	Budget Reference	Already included in goal	Budget Reference	Already included in goal

☐ New	X Modified	☐Unchanged	

Goal 2	Create systems and structures that provide multiple pathways of personalized learning to increase students who meet or exceed California Common Core State Standards (CCSS) for English language arts (ELA) and Mathematics as demonstrated by multiple measures.

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

STATE x 1 x 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 x 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, such as a School Site Council. 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	2017-18	2018-19	2019-20
CAASPP participation rate will be at least 95%	New school program and baseline will be established 2017-2016 school year.			
The percentage of Clarksville students meeting or exceeding standards on CAASPP assessments, including all subgroups, will meet or exceed the statewide average	New school program and baseline will be established 2017-2016 school year.			
10% of English learners will increase one level of proficiency	New school program and baseline will be established 2017-2016 school year.			

on the CELDT annually				
At least 10% of EL students will demonstrate eligibility for reclassification	New school program and baseline will be established 2017-2016 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 2017-2016 school year.			
95% of all students will participate in Fall and Spring Summative Diagnostic assessments.	New school program and baseline will be established 2017-2016 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.			

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	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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	X English Learners X Foster Youth X Low Income
Scope of Services	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

Action **1**

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X 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

2017-18		2018-19		2019-20	
Amount	$150,000	Amount	$153,000	Amount	$156,060
Source	1300	Source	1300	Source	1300
Budget Reference	Certificated Administrators	Budget Reference	Certificated Administrators	Budget Reference	Certificated Administrators

Action 2

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
• Implement RTI model: • Identify at-risk students • Use RTI tiers to determine each student's level of need • Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes	• Continue to Implement RTI model: • Identify at-risk students • Continue to use RTI tiers to determine each student's level of need • 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	• Continue to Implement RTI model: • Identify at-risk students • Continue to use RTI tiers to determine each student's level of need • 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

[BUDGETED EXPENDITURES](#)

	2017-18		2018-19		2019-20
Amount		Amount		Amount	
Source		Source		Source	
Budget Reference	See software costs listed in goal 1 action 4	Budget Reference	See software costs listed in goal 1 action 4	Budget Reference	See software costs listed in goal 1 action 4

Action 3

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
• Identify, assess, and instruct English Language Learners: • Systematically collect home language survey and identify ELs upon enrollment into SIS • Administer the CELDT annually to all EL students during the appropriate testing window	• Identify, assess, and instruct English Language Learners: • Systematically collect home language survey and identify ELs upon enrollment into SIS • Administer the CELDT annually to all EL students during the appropriate testing window	• Identify, assess, and instruct English Language Learners: • Systematically collect home language survey and identify ELs upon enrollment into SIS • Administer the CELDT annually to all EL students during the appropriate testing window

• Hire ELD teacher to conduct designated EL instruction • Track student progress toward meeting EL proficiency requirements	• Hire ELD teacher to conduct designated EL instruction • Track student progress toward meeting EL proficiency requirements	• Hire ELD teacher to conduct designated EL instruction • Track student progress toward meeting EL proficiency requirements

BUDGETED EXPENDITURES

2017-18

Amount	0
Source	n/a
Budget Reference	Included in 1100 salary costs listed in goal 1, action 1

2018-19

Amount	0
Source	n/a
Budget Reference	Included in 1100 salary costs listed in goal 1, action 1

2019-20

Amount	0
Source	n/a
Budget Reference	Included in 1100 salary costs listed in goal 1, action 1

Action **4**

2017-18

☐ New   X Modified   ☐ Unchanged

2018-19

☐ New   X Modified   ☐ Unchanged

2019-20

☐ New   X Modified   ☐ Unchanged

• Continue to build up course lists, pathways, and tracks that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan. • Committee to review and approve new curriculum and courses • Counselors and HST teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans. • Counselors build and monitor progress of each student's Individualized Graduation Plan (IGP) & conduct transcript audits • Continue to research CTE grants and develop CTE pathways	• Continue to build up course lists, pathways, and tracks that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan. • Committee to review and approve new curriculum and courses • Counselors and HST teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans. • Counselors build and monitor progress of each student's Individualized Graduation Plan (IGP) & conduct transcript audits • Continue to research CTE grants and develop CTE pathways	• Continue to build up course lists, pathways, and tracks that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan. • Committee to review and approve new curriculum and courses • Counselors and HST teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans. • Counselors build and monitor progress of each student's Individualized Graduation Plan (IGP) & conduct transcript audits • Continue to research CTE grants and develop CTE pathways

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	0	Amount	0	Amount	0
Source	n/a	Source	n/a	Source	n/a
Budget Reference	Included in 1100 salary costs listed in goal 1, action 1	Budget Reference	Included in 1100 salary costs listed in goal 1, action 1	Budget Reference	Included in 1100 salary costs listed 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 x 1 x 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 x 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.

-CAASPP data for grade 11 indicates that 46% met or exceeded the ELA standards and 10% met or exceeded the math standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase High School Cohort graduation rate by 10%.	New high school program and baseline will be established 2017-2016 school year.			
Increase the number of pupils taking Career Technical Education sequences or programs by 5%	New high school program and baseline will be established 2017-2016 school year.			

Increase the percentage of students enrolled in a-g courses required for UC/CSU admission by 5%	New high school program and baseline will be established 2017-2016 school year.			
Increase the number of students successfully completing UC/CSU courses to greater than previous year by 5%	New high school program and baseline will be established 2017-2016 school year.			
Increase the number of students participating in the SAT /ACT/ PSAT to greater than previous year by 5%	New high school program and baseline will be established 2017-2016 school year.			
Increase the number of students passing AP tests with scores of 3 or higher by 5%	New high school program and baseline will be established 2017-2016 school year.			
Maintain CA state standards-aligned instructional materials (text and e-text) sufficiency at 100% for all core subject areas	New school program and baseline will be established 2017-2016 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 2017-2016 school year.			
Decrease the high school cohort dropout rate by 10%	New high school program and baseline will be established 2017-2016 school year.			

Decrease the middle school dropout rate.	New action and Baseline data is pending			
40% of high school students will be on track to graduate with A-G requirements fulfilled	New school program and baseline will be established 2017-2016 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	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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	X English Learners X Foster Youth X Low Income
Scope of Services	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

Action 1

2017-18	2018-19	2019-20
X New ☐ Modified ☐ Unchanged	X New ☐ Modified ☐ Unchanged	X New ☐ Modified ☐ Unchanged
Research, pilot and evaluate Career Technical Education sequences and PD/training resources for CTE/College & Career	Research, pilot and evaluate Career Technical Education sequences and PD/training resources for CTE/College & Career	Research, pilot and evaluate Career Technical Education sequences and PD/training resources for CTE/College & Career

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount		Amount		Amount	
Source		Source		Source	

Budget Reference	No additional expenses	Budget Reference	No additional expense	Budget Reference	No additional expense

Action 2

2017-18	**2018-19**	**2019-20**
X New ☐ Modified ☐ Unchanged	X New ☐ Modified ☐ Unchanged	X 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

2017-18		**2018-19**		**2019-20**	
Amount		Amount		Amount	
Source		Source		Source	
Budget Reference	No additional expenses	Budget Reference	No additional expense	Budget Reference	No additional expense

Action 3

2017-18	**2018-19**	**2019-20**
X New ☐ Modified ☐ Unchanged	X New ☐ Modified ☐ Unchanged	X 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

2017-18		**2018-19**		**2019-20**	
Amount		Amount		Amount	
Source		Source		Source	

Budget Reference	No additional expenses	Budget Reference	No additional expense	Budget Reference	No additional expense

Action 4

2017-18	**2018-19**	**2019-20**
X New ☐ Modified ☐ Unchanged	X New ☐ Modified ☐ Unchanged	X 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](#)

2017-18		**2018-19**		**2019-20**	
Amount		Amount		Amount	
Source		Source		Source	
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.

☐ New	X Modified	☐ Unchanged

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 21st 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	2017-18	2018-19	2019-20
100% of students will have access to a computer	Baseline data will be created in 2017-18			
Blackboard/synchronous webclass teaching sessions based student sign in.	Baseline data will be created in 2017-18			
Increased student participation in Yearbook Committee, Student Council, Meet the Masters based on student sign in.	Baseline data will be created in 2017-18			
Continue to train and	Baseline data will be created			

support staff in utilizing currently available technology tools and resources staff sign-in.	in 2017-18			
Maintain and update FAQs, policies, and program descriptions on school website as monitored monthly by staff log.	Baseline data will be created in 2017-18			
Continue to provide access to online courses as well as textbook.	Baseline data will be created in 2017-18			

[PLANNED ACTIONS / SERVICES](#)

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	X 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](#)	X English Learners X Foster Youth X Low Income
[Scope of Services](#)	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
• Facilitate student groups that promote collaboration and communication among students in person and online	• Facilitate student groups that promote collaboration and communication among students in person and online	• Facilitate student groups that promote collaboration and communication among students in person and online

[BUDGETED EXPENDITURES](#)

	2017-18		**2018-19**		**2019-20**
Amount	$155,935	Amount	$159,053	Amount	$162,234
Source	4303	Source	4303	Source	4303
Budget Reference	Special Activities and fieldtrips	Budget Reference	Special Activities and fieldtrips	Budget Reference	Special Activities and fieldtrips

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

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
• Encourage use of collaborative groups and technology-based projects:	• Encourage use of collaborative groups and technology-based projects:	• Encourage use of collaborative groups and technology-based projects:

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount		Amount		Amount	
Source		Source		Source	
Budget Reference	No additional expense	Budget Reference	No additional expense	Budget Reference	No additional expense

Action **3**

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
• Hybrid high school courses will include project-based learning that incorporates technology, collaboration, and student communication skills.	• Hybrid high school courses will include project-based learning that incorporates technology, collaboration, and student communication skills.	• Hybrid high school courses will include project-based learning that incorporates technology, collaboration, and student communication skills.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount		Amount		Amount	
Source		Source		Source	
Budget Reference	No additional expense	Budget Reference	No additional expense	Budget Reference	No additional expense

Action **4**

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
• Enrichment Academy syllabi will include at least 1 student project presentation per term • Utilize small group break-out activities in Blackboard web classroom sessions.	• Enrichment Academy syllabi will include at least 1 student project presentation per term • Utilize small group break-out activities in Blackboard web classroom sessions.	• Enrichment Academy syllabi will include at least 1 student project presentation per term • Utilize small group break-out activities in Blackboard web classroom sessions.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount		Amount		Amount	
Source		Source		Source	
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   X 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$98,481	Percentage to Increase or Improve Services:	1.67 %

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. The school leadership team gather stakeholder input from parents and supervising teachers regarding the needs of these subgroups and determined that there is a continued lack of curriculum and specific supports in place for EL students. An LCAP Advisory Committee will be created during the 2017-2018 school year and will be further supported and expanded in coming years. Another action/service specifically aimed toward English Learners in the goal to find an EL curriculum and tools that will meet the needs of our independent study students, specifically students who lack direct support due to the home language not being English and who, due to the nature of independent study, often do not receive the individual support they need. Another focus was to provide intervention curriculum to support the subgroups who were falling behind and required intensive interventions. The regular student load for supervising teachers will not have sufficient time to support the English Development of these students. Curriculum and resources have been identified and a pilot will be used to gauge the effectiveness and appropriateness for all independent study students. Other support services and resources will be offered Charter-wide providing access to ELD for all EL students by a CLAD credential teacher, including tutors and/or small group teaching. Student advisors are assigned to foster youth to ensure an adult is supporting and connecting with the student to keep them on track. All EL tools, support and resources will be available Charter-wide for all students who need additional support in English language development.

Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Plymouth Charter School		
Contact Name and Title	Dr. Herbert Nichols Executive Director	Email and Phone	nick@inspireschools.org 818-207-3837

2017-20 Plan Summary

THE STORY

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

Plymouth Charter School is a tuition-free, personalized learning public charter school for TK-12th grade students. Offering both flexibility and choice, Plymouth 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. Students from every program can choose to learn from their homes, in an alternate setting of choice, at an Enrichment Academy, or through a Specialty Program.

LCAP HIGHLIGHTS

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

Plymouth Charter School will open on July 1, 2017, with the mission to provide a high standard of education to students through comprehensive curriculum supported by energetic, dynamic, and caring teachers. Plymouth 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.

☐ New	X Modified	☐ Unchanged

Goal 1	Appropriately credential teachers will provide personalized learning to support/improve student achievement while working collaboratively with parents/guardians.

State and/or Local Priorities Addressed by this goal:

STATE x 1 x 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 x 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	2017-18	2018-19	2019-20
100% of teachers appropriately assigned and fully credentialed.	New school program and baseline will be established 2017-2016 school year.			
Increase number of students participating in Enrichment Academies as measured by student enrollment.	New program and Baseline data will be available in 2017-18			
Increase the number of parents who participate in	New program and Baseline data will			

various school activities as measured by sign-ins.	be available in 2017-18			
Increase parent participation rate for the school climate survey by 10%.	New school program and baseline will be established 2017-2016 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 2017-2016 school year.			
Maintain chronic absenteeism rate at 0%.	New school program and baseline will be established 2017-2016 school year.			
Maintain the rate of pupil suspension and expulsions rates.	New school program and baseline will be established 2017-2016 school year.			
Maintain safe facilities as demonstrated in the Facilities Inventory (FIT) Report.	New school program and baseline will be established 2017-2016 school year.			

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	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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	X English Learners X Foster Youth X Low Income
Scope of Services	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

Action 1

		2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
• Ensure teachers are subject matter competent: • Annual teacher credential review, including CLAD or equivalent • Audit Highly Qualified Teacher assignments • Implement a performance review process that evaluates teacher implementation of CCSS effectively.	• Ensure teachers are subject matter competent: • Annual teacher credential review, including CLAD or equivalent • Audit Highly Qualified Teacher assignments Implement a performance review process that evaluates teacher implementation of CCSS effectively.	• Ensure teachers are subject matter competent: • Annual teacher credential review, including CLAD or equivalent • Audit Highly Qualified Teacher assignments • Implement a performance review process that evaluates teacher implementation of CCSS effectively.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,380,000	Amount	$1,407,600	Amount	$1,435,752
Source	1100	Source	1100	Source	1100

Budget Reference	Certificated Teachers	Budget Reference	Certificated Teachers	Budget Reference	Certificated Teachers

Action 2

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X 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.	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.	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](#)

2017-18		**2018-19**		**2019-20**	
Amount	$5,000	Amount	$5,100	Amount	$5,202
Source	5804	Source	5804	Source	5804
Budget Reference	Professional Development	Budget Reference	Professional Development	Budget Reference	Professional Development

Action 3

	2018-19	**2019-20**
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X 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	• 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	• 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.		

- 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

2017-18

Amount	$54,720
Source	1300
Budget Reference	Certificated Administrators

2018-19

Amount	$55,814
Source	1300
Budget Reference	Certificated Administrators

2019-20

Amount	$56,931
Source	1300
Budget Reference	Certificated Administrators

Action **4**   **2018-19**   **2019-20**

☐ New   ☐ Modified   X Unchanged

☐ New   ☐ Modified   X Unchanged

☐ New   ☐ Modified   X Unchanged

- Continue the use of Parent Portal:
- Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal
- Continue to engage parents in use of parent portal (demonstration sessions, how to guides)
- Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.

- Continue the use of Parent Portal:
- Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal
- Continue to engage parents in use of parent portal (demonstration sessions, how to guides)
- Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.

- Continue the use of Parent Portal:
- Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal
- Continue to engage parents in use of parent portal (demonstration sessions, how to guides)
- Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.

BUDGETED EXPENDITURES

2017-18

Amount	0
Source	n/a

2018-19

Amount	0
Source	n/a

2019-20

Amount	0
Source	n/a

Budget Reference	Already included in goal	Budget Reference	Already included in goal	Budget Reference	Already included in goal

☐ New	X Modified	☐ Unchanged

Goal 2	Create systems and structures that provide multiple pathways of personalized learning to increase students who meet or exceed California Common Core State Standards (CCSS) for English language arts (ELA) and Mathematics as demonstrated by multiple measures.

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

STATE x 1 x 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 x 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, such as a School Site Council. 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	2017-18	2018-19	2019-20
CAASPP participation rate will be at least 95%	New school program and baseline will be established 2017-2016 school year.			
The percentage of Plymouth students meeting or exceeding standards on CAASPP assessments, including all subgroups, will meet or exceed the statewide average	New school program and baseline will be established 2017-2016 school year.			
10% of English learners will increase one level of proficiency	New school program and baseline will be established 2017-2016 school year.			

on the CELDT annually				
At least 10% of EL students will demonstrate eligibility for reclassification	New school program and baseline will be established 2017-2016 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 2017-2016 school year.			
95% of all students will participate in Fall and Spring Summative Diagnostic assessments.	New school program and baseline will be established 2017-2016 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	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	X 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	X English Learners X Foster Youth X Low Income	
Scope of Services	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

Action **1**

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X 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

	2017-18		2018-19		2019-20
Amount	$175,000	Amount	$178,500	Amount	$182,070
Source	1300	Source	1300	Source	1300
Budget Reference	Certificated Administrators	Budget Reference	Certificated Administrators	Budget Reference	Certificated Administrators

Action 2

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
• Implement RTI model: • Identify at-risk students • Use RTI tiers to determine each student's level of need • Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes	• Continue to Implement RTI model: • Identify at-risk students • Continue to use RTI tiers to determine each student's level of need • 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	• Continue to Implement RTI model: • Identify at-risk students • Continue to use RTI tiers to determine each student's level of need • 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

[BUDGETED EXPENDITURES]

2017-18		**2018-19**		**2019-20**	
Amount		Amount		Amount	
Source		Source		Source	
Budget Reference	See software costs listed in goal 1 action 4	Budget Reference	See software costs listed in goal 1 action 4	Budget Reference	See software costs listed in goal 1 action 4

Action 3

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
• Identify, assess, and instruct English Language Learners: • Systematically collect home language survey and identify ELs upon enrollment into SIS • Administer the CELDT annually to all EL students during the appropriate testing window	• Identify, assess, and instruct English Language Learners: • Systematically collect home language survey and identify ELs upon enrollment into SIS • Administer the CELDT annually to all EL students during the appropriate testing window	• Identify, assess, and instruct English Language Learners: • Systematically collect home language survey and identify ELs upon enrollment into SIS • Administer the CELDT annually to all EL students during the appropriate testing window

• Hire ELD teacher to conduct designated EL instruction • Track student progress toward meeting EL proficiency requirements	• Hire ELD teacher to conduct designated EL instruction • Track student progress toward meeting EL proficiency requirements	• Hire ELD teacher to conduct designated EL instruction • Track student progress toward meeting EL proficiency requirements

BUDGETED EXPENDITURES

2017-18

Amount	0
Source	n/a
Budget Reference	Included in 1100 salary costs listed in goal 1, action 1

2018-19

Amount	0
Source	n/a
Budget Reference	Included in 1100 salary costs listed in goal 1, action 1

2019-20

Amount	0
Source	n/a
Budget Reference	Included in 1100 salary costs listed in goal 1, action 1

Action **4**

2017-18

☐ New   X Modified   ☐ Unchanged

- Continue to build up course lists, pathways, and tracks that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan.
- Committee to review and approve new curriculum and courses
- Counselors and HST teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans.
- Counselors build and monitor progress of each student's Individualized Graduation Plan (IGP) & conduct transcript audits
- Continue to research CTE grants and develop CTE pathways

2018-19

☐ New   X Modified   ☐ Unchanged

- Continue to build up course lists, pathways, and tracks that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan.
- Committee to review and approve new curriculum and courses
- Counselors and HST teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans.
- Counselors build and monitor progress of each student's Individualized Graduation Plan (IGP) & conduct transcript audits
- Continue to research CTE grants and develop CTE pathways

2019-20

☐ New   X Modified   ☐ Unchanged

- Continue to build up course lists, pathways, and tracks that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan.
- Committee to review and approve new curriculum and courses
- Counselors and HST teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans.
- Counselors build and monitor progress of each student's Individualized Graduation Plan (IGP) & conduct transcript audits
- Continue to research CTE grants and develop CTE pathways

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	0	Amount	0	Amount	0
Source	n/a	Source	n/a	Source	n/a
Budget Reference	Included in 1100 salary costs listed in goal 1, action 1	Budget Reference	Included in 1100 salary costs listed in goal 1, action 1	Budget Reference	Included in 1100 salary costs listed in goal 1, action 1

☐ New	X Modified	☐ Unchanged

Goal 3	Plymouth 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 x 1 x 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 x 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.

-CAASPP data for grade 11 indicates that 46% met or exceeded the ELA standards and 10% met or exceeded the math standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase High School Cohort graduation rate by 10%.	New high school program and baseline will be established 2017-2016 school year.			
Increase the number of pupils taking Career Technical Education sequences or programs by 5%	New high school program and baseline will be established 2017-2016 school year.			

Increase the percentage of students enrolled in a-g courses required for UC/CSU admission by 5%	New high school program and baseline will be established 2017-2016 school year.			
Increase the number of students successfully completing UC/CSU courses to greater than previous year by 5%	New high school program and baseline will be established 2017-2016 school year.			
Increase the number of students participating in the SAT /ACT/ PSAT to greater than previous year by 5%	New high school program and baseline will be established 2017-2016 school year.			
Increase the number of students passing AP tests with scores of 3 or higher by 5%	New high school program and baseline will be established 2017-2016 school year.			
Maintain CA state standards-aligned instructional materials (text and e-text) sufficiency at 100% for all core subject areas	New school program and baseline will be established 2017-2016 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 2017-2016 school year.			
Decrease the high school cohort dropout rate by 10%	New high school program and baseline will be established 2017-2016 school year.			

Decrease the middle school dropout rate.	New action and Baseline data is pending			
40% of high school students will be on track to graduate with A-G requirements fulfilled	New school program and baseline will be established 2017-2016 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](#)	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	X 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](#)	X English Learners X Foster Youth X Low Income
[Scope of Services](#)	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

Action **1**

2017-18	2018-19	2019-20
X New ☐ Modified ☐ Unchanged	X New ☐ Modified ☐ Unchanged	X New ☐ Modified ☐ Unchanged
Research, pilot and evaluate Career Technical Education sequences and PD/training resources for CTE/College & Career	Research, pilot and evaluate Career Technical Education sequences and PD/training resources for CTE/College & Career	Research, pilot and evaluate Career Technical Education sequences and PD/training resources for CTE/College & Career

[BUDGETED EXPENDITURES](#)

2017-18		2018-19		2019-20	
Amount		Amount		Amount	
Source		Source		Source	

Budget Reference	No additional expenses	Budget Reference	No additional expense	Budget Reference	No additional expense

Action **2**

2017-18	2018-19	2019-20
X New ☐ Modified ☐ Unchanged	X New ☐ Modified ☐ Unchanged	X 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

2017-18		2018-19		2019-20	
Amount		Amount		Amount	
Source		Source		Source	
Budget Reference	No additional expenses	Budget Reference	No additional expense	Budget Reference	No additional expense

Action **3**

2017-18	2018-19	2019-20
X New ☐ Modified ☐ Unchanged	X New ☐ Modified ☐ Unchanged	X 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

2017-18		2018-19		2019-20	
Amount		Amount		Amount	
Source		Source		Source	

Budget Reference	No additional expenses	Budget Reference	No additional expense	Budget Reference	No additional expense

Action 4

2017-18	**2018-19**	**2019-20**
X New ☐ Modified ☐ Unchanged	X New ☐ Modified ☐ Unchanged	X 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](#)

2017-18		**2018-19**		**2019-20**	
Amount		Amount		Amount	
Source		Source		Source	
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.

☐ New	X Modified	☐ Unchanged

Goal 4	Plymouth 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 21st 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	2017-18	2018-19	2019-20
100% of students will have access to a computer	Baseline data will be created in 2017-18			
Blackboard/synchronous webclass teaching sessions based student sign in.	Baseline data will be created in 2017-18			
Increased student participation in Yearbook Committee, Student Council, Meet the Masters based on student sign in.	Baseline data will be created in 2017-18			
Continue to train and	Baseline data will be created			

support staff in utilizing currently available technology tools and resources staff sign-in.	in 2017-18			
Maintain and update FAQs, policies, and program descriptions on school website as monitored monthly by staff log.	Baseline data will be created in 2017-18			
Continue to provide access to online courses as well as textbook.	Baseline data will be created in 2017-18			

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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	X English Learners X Foster Youth X Low Income
Scope of Services	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
• Facilitate student groups that promote collaboration and communication among students in person and online	• Facilitate student groups that promote collaboration and communication among students in person and online	• Facilitate student groups that promote collaboration and communication among students in person and online

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$386,908	Amount	$394,646	Amount	$402,539
Source	4303	Source	4303	Source	4303
Budget Reference	Special Activities and fieldtrips	Budget Reference	Special Activities and fieldtrips	Budget Reference	Special Activities and fieldtrips

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

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
• Encourage use of collaborative groups and technology-based projects:	• Encourage use of collaborative groups and technology-based projects:	• Encourage use of collaborative groups and technology-based projects:

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount		Amount		Amount	
Source		Source		Source	
Budget Reference	No additional expense	Budget Reference	No additional expense	Budget Reference	No additional expense

Action   **3**

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
• Hybrid high school courses will include project-based learning that incorporates technology, collaboration, and student communication skills.	• Hybrid high school courses will include project-based learning that incorporates technology, collaboration, and student communication skills.	• Hybrid high school courses will include project-based learning that incorporates technology, collaboration, and student communication skills.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount		Amount		Amount	
Source		Source		Source	
Budget Reference	No additional expense	Budget Reference	No additional expense	Budget Reference	No additional expense

Action **4**

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
• Enrichment Academy syllabi will include at least 1 student project presentation per term • Utilize small group break-out activities in Blackboard web classroom sessions.	• Enrichment Academy syllabi will include at least 1 student project presentation per term • Utilize small group break-out activities in Blackboard web classroom sessions.	• Enrichment Academy syllabi will include at least 1 student project presentation per term • Utilize small group break-out activities in Blackboard web classroom sessions.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount		Amount		Amount	
Source		Source		Source	
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	X 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$187,746	Percentage to Increase or Improve Services:	5 %

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. The school leadership team gather stakeholder input from parents and supervising teachers regarding the needs of these subgroups and determined that there is a continued lack of curriculum and specific supports in place for EL students. An LCAP Advisory Committee will be created during the 2017-2018 school year and will be further supported and expanded in coming years. Another action/service specifically aimed toward English Learners in the goal to find an EL curriculum and tools that will meet the needs of our independent study students, specifically students who lack direct support due to the home language not being English and who, due to the nature of independent study, often do not receive the individual support they need. Another focus was to provide intervention curriculum to support the subgroups who were falling behind and required intensive interventions. The regular student load for supervising teachers will not have sufficient time to support the English Development of these students. Curriculum and resources have been identified and a pilot will be used to gauge the effectiveness and appropriateness for all independent study students. Other support services and resources will be offered Charter-wide providing access to ELD for all EL students by a CLAD credential teacher, including tutors and/or small group teaching. Student advisors are assigned to foster youth to ensure an adult is supporting and connecting with the student to keep them on track. All EL tools, support and resources will be available Charter-wide for all students who need additional support in English language development.