

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	Contra Costa School of Performing Arts		
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2017-20 Plan Summary

THE STORY

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

The Contra Costa School of Performing Arts (“SPA”) is a new charter school located in Walnut Creek, CA and serving approximately 300 students for year one. We intend to grow our enrollment for year two to 500 students. Our campus is centrally located in the county and serves a diverse population from a large geographic footprint.

The mission of Contra Costa School of Performing Arts (“SPA”) is to provide a distinguished, pre-professional experience in performing arts within a college and career preparatory setting. We believe in fostering a culture of excellence with the core values of RIGOR, RELEVANCE & RELATIONSHIPS. Founded in a project based curriculum that leverages instructional technology and non-traditional pedagogy, students at SPA will be challenged and supported through a RIGOROUS college and career readiness program. Learning plans will be personalized and dynamic, allowing students to accelerate when appropriate or providing for structured intervention when needed. The curricular design will require intense collaboration from all teachers in all subject matters for true arts-integrated instruction. Students will access all content through the lens of performing arts, providing strong engagement and real-world RELEVANCE. They will also specialize in one of four performing arts conservatories, receiving pre-professional training far superior to a typical middle or high school elective program. Finally, the SPA community will develop a rich culture; one that celebrates diversity, encourages RELATIONSHIPS with all stakeholders, and commits to a heightened sense of civic duty and citizenship.

LCAP HIGHLIGHTS

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

The 17-18 LCAP has been created bearing in mind that this will only be the second year in operation for this charter school. Many of the targets for the State and local metrics have been about establishing baselines so that 17-18 can start to measure growth and evolution. We feel that our goals are well articulated and still capture the right forward movement for our school community.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Contra Costa School of Performing Arts is most proud, generally speaking, of starting a school and completing year one of operations. With respect to the LCAP goals, we feel that a solid foundation was established and while we have plenty of room for growth and evolution, we are positioned well to make great strides forward in the near future.

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

GREATEST NEEDS

Recently opened schools are not included in the California School Dashboard report for the Spring 2017 release. Contra Costa School of Performing Arts recognizes and has discussed at length several areas in need of improvement that will demand attention in our LCAP for this year. These include our average daily attendance rate, our services for English Learners, and our character education programming. We intend to cater directly to the needs of these areas in our newly revised actions and services.

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

PERFORMANCE GAPS

Recently opened schools are not included in the California School Dashboard report for the Spring 2017 release. Otherwise, no such data is evident at this time for the LEA.

INCREASED OR IMPROVED SERVICES

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

Contra Costa School of Performing Arts will focus on fleshing out a more robust and systematic RTI plan which will significantly increase our ability to close the achievement gap for at-risk students. In addition, we will establish concrete English Learner support programs to ensure this population is properly supported for achievement and integration.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$4,070,000
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$101,000

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

General fund expenditures for SPA not included in the LCAP would include most certificated and classified salaries and benefits, operational and facilities costs, and the baseline academic and arts curriculum and program costs.

\$3,974,992	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Implement curriculum, instruction, and assessment reflective of Common Core State Standards, College and Career Readiness, and 21st Century Skills.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Rigor and Relevance

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Local Metric - Program attendance rate: 100% of SPA teachers and administration will participate in the two-week, on-site, pre-opening professional development

Local Metric - Performance on standardized tests: SPA will set a baseline for performance on the NWEA MAP Benchmark assessments for math, science, and English

State Metric - Performance on standardized tests: SPA will be at or above the average performance in the District on CAASPP

State Metric - Share of students that are college and career ready: 100% of SPA students will be enrolled in a schedule that is aligned to meeting UC/CSU a-g requirements

State Metric - Share of students that pass Advanced Placement exams with 3 or higher: N/A (SPA will not offer AP courses in year one)

State Metric - Share of students determined prepared for college by the Early Assessment Program: N/A (SPA will not have 11th graders in year one)

State Metric - Score on Academic Performance Index: N/A (API has been

ACTUAL

Local Metric - Program attendance rate: 100% of SPA teachers and administration participated in the two-week, on-site, pre-opening professional development

Local Metric - Performance on standardized tests: SPA will set a baseline for performance on the NWEA MAP Benchmark assessments at 64% (the focus will be on achieving nationally normed growth targets)

State Metric - Performance on standardized tests: SPA will analyze CAASPP data when it becomes available.

State Metric - Share of students that are college and career ready: 100% of SPA students were enrolled in a schedule that is aligned to meeting UC/CSU a-g requirements (our graduation requirements are aligned)

State Metric - Share of students that pass Advanced Placement exams with 3 or higher: N/A (SPA did not offer AP courses in year one)

State Metric - Share of students determined prepared for college by the Early Assessment Program: N/A (SPA did not have 11th graders in year one)

State Metric - Score on Academic Performance Index: N/A (API has been

suspended)
 State Metric - Rate of teacher misassignment: SPA will maintain a 0% misassignment rate
 State Metric - Student access to standards-aligned instructional materials: SPA will adopt and implement new CCSS English and math instructional materials
 State Metric - Implementation of SBE academic and performance content standards for all students, including EL: SPA will implement curriculum and benchmark assessments based on the CCSS as well as ELD standards for EL students
 State Metric - Student access and enrollment in all required areas of study: All SPA students will meet with academic advisors to create a seven-year learning plan

suspended)
 State Metric - Rate of teacher misassignment: SPA had a 0% misassignment rate (as reported in Fall CALPADS)
 State Metric - Student access to standards-aligned instructional materials: SPA adopted and implemented new CCSS English and math instructional materials (Summit Learning Platform)
 State Metric - Implementation of SBE academic and performance content standards for all students, including EL: SPA implemented curriculum and benchmark assessments based on the CCSS; additional work needs to be done on EL programming
 State Metric - Student access and enrollment in all required areas of study: All SPA students met with academic advisors to create a seven-year learning plan (through the “mentoring” program and using the PLP)

ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED Implement the NWEA MAP Benchmark assessments for math, science, and English.	ACTUAL SPA implemented MWEA Map Benchmark assessments.
Expenditures	BUDGETED \$8,655	ESTIMATED ACTUAL \$8,655

ANALYSIS

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

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

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

SPA did implement the NWEA MAP assessment in year one and successfully administered two benchmark exams.

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

While the assessment was successfully implemented, SPA did not adequately use the data to inform its progress and subsequent actions towards meeting the stated goal. More training needs to take place for next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference.

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

The changes made will be to further allocate funds for staff training on the NWEA MAP in order to maximize the effectiveness of this tool. In addition, we will expand actions and services under this goal.

Goal 2

Serve all student populations through a personalized learning program.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Personalized Learning

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Local Metric - Interventions: The SPA administration will develop a comprehensive school intervention and support plan

Local Metric – Program attendance rate: 90% of SPA academic teachers will participate in Basecamp summer training

State Metric - Share of English learners that become English proficient: SPA will establish a baseline English Learners RFEP rate

State Metric - English learner reclassification rate: SPA will establish a baseline English learner reclassification rate

State Metric - High school graduation rate – 90% or more of SPA students will be on track for high school graduation

State Metric - High school dropout rate - SPA will maintain a HS dropout rate of 4% or lower

State Metric - Middle school dropout rate – SPA will maintain a MS dropout rate of 2% or lower

ACTUAL

Local Metric - Interventions: The SPA administration developed the beginnings of a school intervention and support plan (mentoring, SSTs, peer mediation)

Local Metric – Program attendance rate: 90% of SPA academic teachers will participate in Basecamp summer training

State Metric - Share of English learners that become English proficient: SPA must wait until year two CELDT/ELPAC testing to complete any reclassifications

State Metric - English learner reclassification rate: SPA must wait until year two CELDT/ELPAC testing to complete any reclassifications

State Metric - High school graduation rate – 100% of SPA students are on track for high school graduation

State Metric - High school dropout rate - SPA maintained a 0% dropout rate

State Metric - Middle school dropout rate – SPA maintained a 0% dropout rate

ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED Send SPA academic teacher to Basecamp training for the LMS (Learning Management System)	ACTUAL SPA sent eight out of nine new academic teachers to Basecamp training for the LMS
Expenditures	BUDGETED \$10,000	ESTIMATED ACTUAL \$8,000

Action **2**

Actions/Services	PLANNED Purchase Chromebooks for all SPA students	ACTUAL SPA Purchased 360 Lenovo N22 Chromebooks
Expenditures	BUDGETED \$62,273.60	ESTIMATED ACTUAL \$69,526.80

ANALYSIS

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

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

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

SPA had great success with the actions and services for this goal. Our rate of attendance at the critical training for our teachers was near perfect and we procured the necessary technology to implement the program.

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

Both of these actions and services were necessary to see progress in this goal. The training proved to be very important for our implementation of the personalized learning platform. We were also happy with the volume and model of student device that we ended up with.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The \$2,000 difference between the budget and the actual was due to the inability of one teacher to attend the training and overbudgeting by one additional teacher.

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

We fully intend to continue with this platform and with this technology and believe that these are the right steps to take in order to see achievement in this goal.

Goal 3

Develop and implement a character education program focused on citizenship and social justice.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Relationships

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Local Metric - Program attendance rate: 100% of SPA teachers and administrators will attend the professional development through “Facing History and Ourselves”

State Metric - Other local measures: SPA will demonstrate an average of 75% positive feedback on stakeholder climate surveys

State Metric - Student suspension rate: SPA will maintain a 5% or less suspension rate

State Metric - Student expulsion rate: SPA will maintain a 0% expulsion rate

State Metric - Facilities maintained in good repair: SPA will pass site inspections and any issues will be addressed in a timely fashion

State Metric - School attendance rate: SPA will maintain a 96% or higher ADA rate

State Metric - Chronic absenteeism rate: SPA will implement student services interventions to address chronically absent students

State Metric - Efforts to seek parent input: SPA will send out regular parent newsletters and encourage return communication

ACTUAL

Local Metric - Program attendance rate: 100% of SPA teachers and administrators did attend the professional development through “Facing History and Ourselves”

State Metric - Other local measures: SPA will demonstrate an average of 75% positive feedback on stakeholder climate surveys

State Metric - Student suspension rate: SPA maintained a 3.15% suspension rate

State Metric - Student expulsion rate: SPA maintained a 0% expulsion rate

State Metric - Facilities maintained in good repair: SPA passed site inspections and issues were addressed in a timely fashion; SPA recognizes that it needs to improve its facilities in year two

State Metric - School attendance rate: SPA maintained a 93% ADA rate

State Metric - Chronic absenteeism rate: SPA has implemented student services interventions to address chronically absent students including regular monitoring of trancies and irregular absences, structured family notifications and supports, and based on the severity of the situation, will use the site SART and the CCCOE SARB

State Metric - Promotion of parental participation: SPA will create a parent leadership organization

State Metric - Efforts to seek parent input: SPA sent out regular parent newsletters, held parent education nights, parent and director coffees, and various other community building events; SPA maintains regular and timely communication practices with parents and always encourages dialogue

State Metric - Promotion of parental participation: SPA created a parent leadership organization (“Ensemble”); this group is very active, inclusive, and engaged

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED
Hold internal staff professional development and follow-up curriculum development with “Facing History and Ourselves”

ACTUAL
SPA held internal staff professional development prior to opening as well as subsequent times through the year; curriculum was also developed/culled from the “Facing History and Ourselves” resources and implemented (primarily in the social sciences and across all grade levels)

Expenditures

BUDGETED
\$5,000

ESTIMATED ACTUAL
\$0

ANALYSIS

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

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

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

SPA successfully planned and implemented the professional development we designed. Our partnership with FHAO ended up going throughout the year and we put more time and resources into this action due to its high yield results.

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

This action was a good first step toward building a more robust and systematized character education program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the interest of FHAO to establish a long lasting professional relationship with our school as well as due to existing ties between the organizations, they did not charge us for any services in our first year.

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

We intend to reinvest in this particular action and also create several complimentary actions to flesh out more progress toward the goal.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The administration met with each stakeholder group multiple times during the year. This included staff, parents, students, and the Governing Board. With each group, the initial meetings focused on educating the audience about the history behind and implementation of LCFF and the LCAP. The presentation and discussion went into specific detail on the purpose and process of the LCAP in order to prepare stakeholders to participate in the Annual Update. Subsequent meetings went over goals, actions, services, and State and local metrics. Disaggregated data based on the school's year-one performance was collected and presented. Finally, feedback was collected from each stakeholder group.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholder groups both reinforced the importance of the existing goals and services and helped to inform the next steps. In particular, we did agree to the modification of our first goal as encouraged by the parent stakeholder group. Finally, several areas of need were identified in our data analysis and responsive actions and services have been designed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 1

Implement curriculum, instruction, and assessment reflective of Common Core State Standards, College and Career Readiness, a Pre-professional Standard of Performing Arts, and 21st Century Skills.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

A rigorous and relevant program that prepares all students for success

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric - Program attendance rate: 100% of SPA teachers and administration will participate in the two-week, on-site, pre-opening professional development	100%	100%	100%	100%
Local Metric - Performance on	64%	68%	70%	72%

standardized tests: SPA will set a baseline for performance on the NWEA MAP Benchmark assessments for math, science, and English				
State Metric - Performance on standardized tests: SPA will be at or above the average performance in the District on CAASPP	TBD	At or above the average performance in the District on CAASPP	At or above the average performance in the District on CAASPP	At or above the average performance in the District on CAASPP
State Metric - Share of students that are college and career ready: 100% of SPA students will be enrolled in a schedule that is aligned to meeting UC/CSU a-g requirements	100%	100%	100%	100%
State Metric - Share of students that pass Advanced Placement exams with 3 or higher: N/A (SPA will not offer AP courses in year one)	n/a	TBD	As good or better	As good or better
State Metric - Score on Academic	n/a	TBD	TBD	TBD

Performance Index: N/A (API has been suspended)				
State Metric - Rate of teacher misassignment: SPA will maintain a 0% misassignment rate	0%	0%	0%	0%
State Metric - Share of students determined prepared for college by the Early Assessment Program: N/A (SPA will not have 11th graders in year one)	n/a	TBD	As good or better	As good or better
State Metric - Student access to standards-aligned instructional materials: SPA will adopt and implement new CCSS English and math instructional materials	Adopted and implemented	Adopted and implemented	Adopted and implemented	Adopted and implemented
State Metric - Implementation of SBE academic and performance content standards for all students, including EL: SPA will implement curriculum and benchmark	Implemented	Implemented	Implemented	Implemented

assessments based on the CCSS as well as ELD standards for EL students				
State Metric - Student access and enrollment in all required areas of study: All SPA students will meet with academic advisors to create a seven-year learning plan	100%	100%	100%	100%

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Implement the NWEA MAP Benchmark assessments for math, science, and English.	Implement the NWEA MAP Benchmark assessments for math, science, and English.	Implement the NWEA MAP Benchmark assessments for math, science, and English.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000	Amount: \$12,000	Amount: \$12,000
Source: Supplemental	Source: Supplemental	Source: Supplemental
Budget Reference: 5800	Budget Reference: 5800	Budget Reference: 5800

Action **2**

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

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

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <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

2017-18	2018-19	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
Provide/procure training on using data to inform high risk student interventions	Provide/procure training on using data to inform high risk student interventions	Provide/procure training on using data to inform high risk student interventions

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000	Amount: \$10,000	Amount: \$10,000
Source: Supplemental	Source: Supplemental	Source: Supplemental
Budget Reference: 5210	Budget Reference: 5210	Budget Reference: 5210

New

Modified

Unchanged

Goal 2

Serve all student populations through a personalized learning program.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Rigor

Identified Need

Underserved students and the general achievement gap that exists in public education

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric - Interventions: The SPA administration will develop a comprehensive school intervention and support plan	Work started	Full plan developed	Full implementation	Full implementation
Local Metric – Program attendance rate: 90% of SPA academic teachers will participate in Basecamp summer	89%	90%	As good or better	As good or better

training				
State Metric - Share of English learners that become English proficient: SPA will establish a baseline English Learners RFEP rate	TBD	As good or better	As good or better	As good or better
State Metric - English learner reclassification rate: SPA will establish a baseline English learner reclassification rate	TBD	As good or better	As good or better	As good or better
State Metric - High school graduation rate – 90% or more of SPA students will be on track for high school graduation	n/a	Baseline	As good or better	As good or better
State Metric - High school dropout rate - SPA will maintain a HS dropout rate of 4% or lower	0%	4% or lower	4% or lower	4% or lower
State Metric - Middle school dropout rate – SPA will maintain a MS dropout rate of 2% or lower	0%	2% or lower	2% or lower	2% or lower

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Send SPA academic teachers to Basecamp training for the LMS (Learning Management System)	Send SPA academic teachers to Basecamp training for the LMS (Learning Management System)	Send SPA academic teachers to Basecamp training for the LMS (Learning Management System)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$11,000	Amount: \$15,000	Amount: \$15,000
Source: Supplemental	Source: Supplemental	Source: Supplemental
Budget Reference:	Budget Reference:	Budget Reference:

Action **2**

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase Chromebooks for all students	Purchase Chromebooks for all students	Purchase Chromebooks for all students

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$65,000	Amount	\$70,000	Amount	\$75,000
Source	Base and supplemental	Source	Base and supplemental	Source	Base and supplemental
Budget Reference	4430	Budget Reference	4430	Budget Reference	4430

Action **3**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input 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
Provide/procure staff training for EL programming	Provide/procure staff training for EL programming	Provide/procure staff training for EL programming

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000	Amount: \$5,000	Amount: \$5,000
Source: Supplemental	Source: Supplemental	Source: Supplemental
Budget Reference: 5210	Budget Reference: 5210	Budget Reference: 5210

New Modified Unchanged

Goal 3

Develop and implement a character education program focused on citizenship and social justice.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

An inclusive, safe, and thriving school culture

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric - Program attendance rate: 100% of SPA teachers and administrators will attend the professional development through “Facing History and Ourselves”	100%	100%	100%	100%
State Metric - Other local measures: SPA will demonstrate an average of 75% positive feedback on stakeholder climate surveys	85.6%	As good or better	As good or better	As good or better
State Metric - Student suspension	3.15%	Less than 5%	Less than 5%	Less than 5%

rate: SPA will maintain a 5% or less suspension rate				
State Metric - Student expulsion rate: SPA will maintain a 0% expulsion rate	0%	0%	0%	0%
State Metric - Facilities maintained in good repair: SPA will pass site inspections and any issues will be addressed in a timely fashion	Passed	Pass	Pass	Pass
State Metric - School attendance rate: SPA will maintain a 96% or higher ADA rate	93%	96%	96%	96%
State Metric - Chronic absenteeism rate: SPA will implement student services interventions to address chronically absent students	Established	Decrease rate by 2%	As good or better	As good or better
State Metric - Efforts to seek parent input: SPA will send out regular parent newsletters and encourage return	Established	Systematize	Continue	Continue

communication				
State Metric - Promotion of parental participation: SPA will create a parent leadership organization	Created and thriving	Increase membership and participation rate	As good or better	As good or better

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Hold internal staff professional development and follow-up curriculum development with "Facing History and Ourselves"	Hold internal staff professional development and follow-up curriculum development with "Facing History and Ourselves"	Hold internal staff professional development and follow-up curriculum development with "Facing History and Ourselves"

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000	Amount: \$10,000	Amount: \$15,000
Source: Supplemental	Source: Supplemental	Source: Supplemental
Budget Reference: 5210	Budget Reference: 5210	Budget Reference: 5210

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$81,281	<u>Percentage to Increase or Improve Services:</u>	4.25%
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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 following actions/services are designated as charterwide:

- Implement the NWEA MAP Benchmark assessments for math, science, and English
- Send SPA academic teachers to Basecamp training for the LMS (Learning Management System)
- Purchase Chromebooks for all students
- Hold internal staff professional development and follow-up curriculum development with “Facing History and Ourselves”

In each case, these services are principally directed to and effective in meeting goals for our unduplicated pupils. The first three items chiefly address the base academic curriculum and programming. In order to be highly effective for our students, especially those who have greater needs, our teachers need adequate training, data, and resources (thus the nature of these actions/services). The final item specifically addresses school culture, social-emotional growth, and leveraging academic and arts standards to teach life skills. As with the previous actions/services, our unduplicated students have the greatest need in this regard.

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$98,974

Percentage to Increase or Improve Services:

4.49%

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 following actions/services are designated as charterwide:

- Implement the NWEA MAP Benchmark assessments for math, science, and English
- Send SPA academic teachers to Basecamp training for the LMS (Learning Management System)
- Purchase Chromebooks for all students
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In each case, these services are principally directed to and effective in meeting goals for our unduplicated pupils. The first three items chiefly address the base academic curriculum and programming. In order to be highly effective for our students, especially those who have greater needs, our teachers need adequate training, data, and resources (thus the nature of these actions/services). The final item specifically addresses school culture, social-emotional growth, and leveraging academic and arts standards to teach life skills. As with the previous actions/services, our unduplicated students have the greatest need in this regard.

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$112,868

Percentage to Increase or Improve Services:

4.60%

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 following actions/services are designated as charterwide:

- Implement the NWEA MAP Benchmark assessments for math, science, and English
- Send SPA academic teachers to Basecamp training for the LMS (Learning Management System)
- Purchase Chromebooks for all students
- Hold internal staff professional development and follow-up curriculum development with “Facing History and Ourselves”

In each case, these services are principally directed to and effective in meeting goals for our unduplicated pupils. The first three items chiefly address the base academic curriculum and programming. In order to be highly effective for our students, especially those who have greater needs, our teachers need adequate training, data, and resources (thus the nature of these actions/services). The final item specifically addresses school culture, social-emotional growth, and leveraging academic and arts standards to teach life skills. As with the previous actions/services, our unduplicated students have the greatest need in this regard.

