

Introduction:

LEA: San Joaquin County Office of Education one.Charter **Contact (Name, Title, Email, Phone Number):** Debra Nickols, Director II, dnickols@sjcoe.net, 209-468-9294 **LCAP Year:** 2016/17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
Feb. 20, 2016 Teacher Engagement	-No data available for new focus sites: Career Readiness Academy and one.Charter Elementary at TLC. Baseline data will be collected in 2015/15 school year -VAPA data show there is a correlations between students who participate in VAPA activities and higher PWA writing scores -VAPA State scores were generally low due to the at-risk population that one.Charter serves. Training in assessments as well as other academic support

Feb. 18, 2016 LCAP Stakeholder/Community Data Review at one. Charter Bianchi

- was discussed with possible on-line programs to assist.
- VAPA surveys shows community and parent involvement at VAPA events increased
- VAPA data shows that parent conference participation has increased substantially in 2014/15 from baseline date
- Continue to support VAPA Enrichment Artists and Artists in school.
- Disaggregate data to reflect VAPA students academic achievements and attendance with participation in specific Enrichment activities.
- The need to continue to support Career Readiness Academy with Career Readiness Technician.
- The need to support one.Charter Elementary with online reading and math intervention as well as Character Building school wide. Also, Math textbook pilot and adoption for 2016/17.

March 25, 2016 LCAP Stakeholder/Students/Community Meeting at one.Charter Main

- Discussion about the need to revise one.Charter mission and vision statement to include one.Charter Elementary and Career Readiness Academy and have Sally Glushing to facilitate activity with all one.Charter teachers.
- one.Charter Elementary will need continued to support from Foster Youth Mentor for 2016/17.
- For campus safety one. Charter Bianchi/one.Charter Elementary will retain Campus Security Technician while one. Charter Main would like to utilize a CST on their campus when funding is available.
- To support Career Readiness focus one.Charter Career Readiness Academy will retain the Career Readiness Technician

April 25, 2016 LCAP Stakeholder/Community 3rd quarter check-in

Annual Update:

Feb 20-April 25

Annual Update:

Through stakeholder engagement it was determined that Goal 1 and Goal 2 should be combined into one goal which now serves as Goal 1 for Student Achievement, with the related state Priority 1,2,4,7 and 8 marked. All related actions and services in Goal 1 were achieved and will continue to provide these services to students in 2016/17. Through stakeholder discussions all action service items were deemed effective. Goal 3 will now serve as Goal 2 with related State Priorities 3, 5, and 6 marked. \ Through stakeholder discussions all action service items were deemed effective for Goal 3, which will be represented as Goal 2 in 2016/17.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Through reading literacy, numeracy and digital literacy, students will master grade level common core standards to reach proficiency, earn a high school diploma and possess the skills necessary for college and career readiness.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Through Stakeholder engagement, a review of current student assessment data, programs and curriculum, it was determined that one.Charter students need:</p> <ul style="list-style-type: none"> • Qualified teachers • Access to Curriculum • Access to Technology • Enrichment Opportunities 	
<p>Goal Applies to:</p>	<p>Schools: All Charters Applicable Pupil Subgroups:</p>	<p>All Pupils</p>

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

- **Basic Services: State Priority 1**
 - A - Increase the number of fully credentialed teachers. 66.6% of teachers are fully credentialed, verified by 14/15 SARC
 - B - Maintain textbook sufficiency rates to ensure all students have the necessary materials. 100% of students have access to textbooks and instructional materials, verified by 14/15 SARC
 - C - Maintain facilities in good repair. 100% of facilities are maintained and in good repair, verified by 14/15 SARC
- **Implementation of State Standards: State Priority 2**
 - A - one. Charter will continue to provide all staff with the necessary Professional learning opportunities in the area of Math, Science, ELA/ELD to ensure students receive standards-aligned materials and instruction, verified by the Professional Development calendar.
 - B - Continue to offer English learners designated ELD instruction, 30 minutes daily, verified by site schedules.
- **Pupil Achievement: State Priority 4**
 - A. CAASPP data:
 - Increase the percentage of 7th and 11th grade students who, nearly met standards in the area of ELA, by 2%, verified by CAASPP reports. 14-15 Baseline data: 20%.
 - Increase the percentage of 7th and 11th grade students who, scored at or near standard in the area of Math- Problem Solving, by 2%, verified by CAASPP reports. 14-15 Baseline data: 21%.
 - Increase the percentage of 10th grade students scoring basic on the Science CSTs by, verified by CAASPP reports.
 - B - No API for 15-16
 - D - CELDT - Increase the percentage of 12th grade students who scored Early Advanced on the CELDT by 2%, verified by Dataquest (CELDT reports). 14-15 Baseline data: 75%
 - E - Increase reclassification rates by 1%. 14-15 Baseline data: 0% of students reclassified.
- **Course Access: State Priority 7**
 - A - A broad course of study, including all subject areas, described in Section 51210 and Section 51220 are offered to all Academy students, verified by class schedule.
 - B - Unduplicated pupils have access to broad course of study, including access to ELD instruction and Academic Lab, verified by class schedule.
 - C - Students with exceptional needs are offered a broad course of study including Individualized Educational and 504 Plans which provide specific academic objectives and educational goals. Push-in and Pull-out services are offered through our Resource Specialist, verified through SEIS.
- **Other Pupil Outcomes: State Priority 8**
 - A - All students grades 7-12th participate in a program-wide Writing Assessment annually. Increase the average writing score. 2015/16 data: 2.0 average score. Baseline data: 1.92 score based on PWA data base.
 - A - 164 students participated in Visual and Performing Arts activities in 2015/16, verified by teacher records and Quest data. Increase

student participation. Baseline: 99 students participated.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Provide Edmentum online service for remediation through A-G courses.</p>	<p>Schoolwide Grades 7-12</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supp/Conc \$20,000</p>
<p>1.2 Technology Support Staff</p>	<p>Charterwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supp/Conc \$18,653 3000-3999: Employee Benefits Supp/Conc \$8,199</p>
<p>1.3 A. Enrichment Artist will provide classroom instruction for students in Visual and Performing Arts. B. Artist in Schools will provide visual art lessons</p>	<p>Schoolwide one.Charter Visual and Performing Arts Academy</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A. Enrichment Artists 2000-2999: Classified Personnel Salaries Supp/Conc \$35,000 A. Enrichment Artist 3000-3999: Employee Benefits Supp/Conc \$8,455 A. Enrichment Artist 4000-4999: Books And Supplies Supp/Conc \$12,000 B. Artist in Schools 5000-5999: Services And Other Operating Expenditures Supp/Conc \$15,908</p>
<p>1.4 A. one.Charter will update their Mission and Vision statement to include all academies. B. Each Academy will integrate their curriculum within site focus.</p>	<p>Charterwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>A. Time sheet pay for 7 teachers and 2 counselors for 1 day during summer 1000-1999: Certificated Personnel Salaries Supp/Conc \$3,209 A. Time sheet pay for 7 teachers and 2 counselors for 1days during summer 3000-3999: Employee Benefits Supp/Conc</p>

		_ Other Subgroups: (Specify)	\$535 A. Contract Sara Glushing to facilitate Mission/Vision 1 day during summer 1000-1999: Certificated Personnel Salaries Supp/Conc \$493 A. Contract Sara Glushing to facilitate Mission/Vision 1 day during summer 3000-3999: Employee Benefits Supp/Conc \$142 B. Time sheet pay for 7 teachers and 1 counselor for 3 days during summer 1000-1999: Certificated Personnel Salaries Supp/Conc \$9,627 B. Time sheet pay for 7 teachers and 1 counselor for 3 days during summer 3000-3999: Employee Benefits Supp/Conc \$1,603
1.5 Provide online reading and math remediation	Schoolwide one.Charter Elementary	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase Imagine Learning 5000-5999: Services And Other Operating Expenditures Supp/Conc \$10,000 Purchase ST Math 5000-5999: Services And Other Operating Expenditures Supp/Conc \$5,000
1.6 Provide Protocol Hard Drive software	Schoolwide one.Charter Visual and Performing Arts Academy	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Upgrade Protocols cost 5000-5999: Services And Other Operating Expenditures Supp/Conc \$1,835
1.7 Continue to provide "Choice" curriculum for CRA	Schoolwide Career Readiness Academy	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Choice Curriculum online cost 5000-5999: Services And Other Operating Expenditures Supp/Conc \$2,000

<p>1.8 Continue to seek out a highly qualified teaching staff.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Base \$1,013,419 2000-2999: Classified Personnel Salaries Base \$341,240 3000-3999: Employee Benefits Base \$465,947</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

- **Basic Services: State Priority 1**
 - A - Increase the number of fully credentialed teachers. 66.6% of teachers are fully credentialed, verified by 14/15 SARC
 - B - Maintain textbook sufficiency rates to ensure all students have the necessary materials. 100% of students have access to textbooks and instructional materials, verified by 14/15 SARC
 - C - Maintain facilities in good repair. 100% of facilities are maintained and in good repair, verified by 14/15 SARC
- **Implementation of State Standards: State Priority 2**
 - A - one. Charter will continue to provide all staff with the necessary Professional learning opportunities in the area of Math, Science, ELA/ELD to ensure students receive standards-aligned materials and instruction, verified by the Professional Development calendar.
 - B - Continue to offer English learners designated ELD instruction, 30 minutes daily, verified by site schedules.
- **Pupil Achievement: State Priority 4**
 - A. CAASPP data:
 - Increase the percentage of 7th and 11th grade students who, nearly met standards in the area of ELA, by 2%, verified by CAASPP reports. 14-15 Baseline data: 20%.
 - Increase the percentage of 7th and 11th grade students who, scored at or near standard in the area of Math- Problem Solving, by 2%, verified by CAASPP reports. 14-15 Baseline data: 21%.
 - Increase the percentage of 10th grade students scoring basic on the Science CSTs, verified by CAASPP reports.
 - B - No API for 15-16
 - D - CELDT - Increase the percentage of 12th grade students who scored Early Advanced on the CELDT by 2%, verified by Dataquest (CELDT reports). 14-15 Baseline data: 75%
 - E - Increase reclassification rates by 1%. 14-15 Baseline data: 0% of students reclassified.
- **Course Access: State Priority 7**
 - A - A broad course of study, including all subject areas, described in Section 51210 and Section 51220 are offered to all Academy students, verified by class schedule.
 - B - Unduplicated pupils have access to broad course of study, including access to ELD instruction and Academic Lab, verified by class schedule.
 - C - Students with exceptional needs are offered a broad course of study including Individualized Educational and 504 Plans which provide specific academic objectives and educational goals. Push-in and Pull-out services are offered through our Resource Specialist, verified through SEIS.
- **Other Pupil Outcomes: State Priority 8**
 - A - All students grades 7-12th participate in a program-wide Writing Assessment annually. Increase the average writing score. 2015/16 data: 2.0 average score. Baseline data: 1.92 score based on PWA data base.
 - A - 164 students participated in Visual and Performing Arts activities in 2015/16, verified by teacher records and Quest data. Increase

student participation. Baseline: 99 students participated.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide Edmentum online service for remediation through A-G courses.	Schoolwide Grades 7-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supp/Conc \$20,000
1.2 Technology Support Staff	Charterwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supp/Conc \$18,653 3000-3999: Employee Benefits Supp/Conc \$8,199
1.3 A. Enrichment Artist will provide classroom instruction for students in Visual and Performing Arts. B. Artist in Schools will provide visual art lessons	Schoolwide Charter Visual and Performing Arts Academy	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	A. Enrichment Artists 2000-2999: Classified Personnel Salaries Supp/Conc \$35,000 A. Enrichment Artist 3000-3999: Employee Benefits Supp/Conc \$8,455 A. Enrichment Artist 4000-4999: Books And Supplies Supp/Conc \$12,000 B. Artist in Schools 5000-5999: Services And Other Operating Expenditures Supp/Conc \$15,908
1.4 A. one.Charter will update their Mission and Vision statement to include all academies. B. Each Academy will integrate their curriculum within site focus.	Charterwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	A. Time sheet pay for 7 teachers and 2 counselors for 1 day during summer 1000-1999: Certificated Personnel Salaries Supp/Conc \$3,209 A. Time sheet pay for 7 teachers and 2 counselors for 1days during summer 3000-3999: Employee Benefits Supp/Conc

		_ Other Subgroups: (Specify)	\$535 A. Contract Sara Glushing to facilitate Mission/Vision 1 day during summer 1000-1999: Certificated Personnel Salaries Supp/Conc \$493 A. Contract Sara Glushing to facilitate Mission/Vision 1 day during summer 3000-3999: Employee Benefits Supp/Conc \$142 B. Time sheet pay for 7 teachers and 1 counselor for 3 days during summer 1000-1999: Certificated Personnel Salaries Supp/Conc \$9,627 B. Time sheet pay for 7 teachers and 1 counselor for 3 days during summer 3000-3999: Employee Benefits Supp/Conc \$1,603
1.5 Provide online reading and math remediation	Schoolwide one.Charter Elementary	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase Imagine Learning 5000-5999: Services And Other Operating Expenditures Supp/Conc \$10,000 Purchase ST Math 5000-5999: Services And Other Operating Expenditures Supp/Conc \$5,000
1.6 Provide Protocol Hard Drive software	Schoolwide one.Charter Visual and Performing Arts Academy	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Upgrade Protocols cost 5000-5999: Services And Other Operating Expenditures Supp/Conc \$1,835
1.7 Continue to provide "Choice" curriculum for CRA	Schoolwide Career Readiness Academy	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Choice Curriculum online cost 5000-5999: Services And Other Operating Expenditures Supp/Conc \$2,000

<p>1.8 Continue to seek out a highly qualified teaching staff.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Base \$1,013,419 2000-2999: Classified Personnel Salaries Base \$341,240 3000-3999: Employee Benefits Base \$465,947</p>
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LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

- **Basic Services: State Priority 1**
 - A - Increase the number of fully credentialed teachers. 66.6% of teachers are fully credentialed, verified by 14/15 SARC
 - B - Maintain textbook sufficiency rates to ensure all students have the necessary materials. 100% of students have access to textbooks and instructional materials, verified by 14/15 SARC
 - C - Maintain facilities in good repair. 100% of facilities are maintained and in good repair, verified by 14/15 SARC
- **Implementation of State Standards: State Priority 2**
 - A - one. Charter will continue to provide all staff with the necessary Professional learning opportunities in the area of Math, Science, ELA/ELD to ensure students receive standards-aligned materials and instruction, verified by the Professional Development calendar.
 - B - Continue to offer English learners designated ELD instruction, 30 minutes daily, verified by site schedules.
- **Pupil Achievement: State Priority 4**
 - A. CAASPP data:
 - Increase the percentage of 7th and 11th grade students who, nearly met standards in the area of ELA, by 2%, verified by CAASPP reports. 14-15 Baseline data: 20%.
 - Increase the percentage of 7th and 11th grade students who, scored at or near standard in the area of Math- Problem Solving, by 2%, verified by CAASPP reports. 14-15 Baseline data: 21%.
 - Increase the percentage of 10th grade students scoring basic on the Science CSTs, verified by CAASPP reports.
 - B - No API for 15-16
 - D - CELDT - Increase the percentage of 12th grade students who scored Early Advanced on the CELDT by 2%, verified by Dataquest (CELDT reports). 14-15 Baseline data: 75%
 - E - Increase reclassification rates by 1%. 14-15 Baseline data: 0% of students reclassified.
- **Course Access: State Priority 7**
 - A - A broad course of study, including all subject areas, described in Section 51210 and Section 51220 are offered to all Academy students, verified by class schedule.
 - B - Unduplicated pupils have access to broad course of study, including access to ELD instruction and Academic Lab, verified by class schedule.
 - C - Students with exceptional needs are offered a broad course of study including Individualized Educational and 504 Plans which provide specific academic objectives and educational goals. Push-in and Pull-out services are offered through our Resource Specialist, verified through SEIS.
- **Other Pupil Outcomes: State Priority 8**
 - A - All students grades 7-12th participate in a program-wide Writing Assessment annually. Increase the average writing score. 2015/16 data: 2.0 average score. Baseline data: 1.92 score based on PWA data base.
 - A - 164 students participated in Visual and Performing Arts activities in 2015/16, verified by teacher records and Quest data. Increase

student participation. Baseline: 99 students participated.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Provide Edmentum online service for remediation through A-G courses.</p>	<p>Schoolwide Grades 7-12</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supp/Conc \$20,000</p>
<p>1.2 Technology Support Staff</p>	<p>Charterwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supp/Conc \$18,653 3000-3999: Employee Benefits Supp/Conc \$8,199</p>
<p>1.3 A. Enrichment Artist will provide classroom instruction for students in Visual and Performing Arts. B. Artist in Schools will provide visual art lessons</p>	<p>Schoolwide one.Charter Visual and Performing Arts Academy</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A. Enrichment Artists 2000-2999: Classified Personnel Salaries Supp/Conc \$35,000 A. Enrichment Artist: 3000-3999: Employee Benefits Supp/Conc \$8,455 A. Enrichment Artist 4000-4999: Books And Supplies Supp/Conc \$12,000 B. Artist in Schools 5000-5999: Services And Other Operating Expenditures Supp/Conc \$15,908</p>
<p>1.4 A. one.Charter will update their Mission and Vision statement to include all academies. B. Each Academy will integrate their curriculum within site focus.</p>	<p>Charterwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>A. Time sheet pay for 7 teachers and 2 counselors for 1 day during summer 1000-1999: Certificated Personnel Salaries Supp/Conc \$3,209 A. Time sheet pay for 7 teachers and 2 counselors for 1days during summer 3000-3999: Employee Benefits Supp/Conc</p>

		_ Other Subgroups: (Specify)	\$535 A. Contract Sara Glushing to facilitate Mission/Vision 1 day during summer 1000-1999: Certificated Personnel Salaries Supp/Conc \$493 A. Contract Sara Glushing to facilitate Mission/Vision 1 day during summer 3000-3999: Employee Benefits Supp/Conc \$142 B. Time sheet pay for 7 teachers and 1 counselor for 3 days during summer 1000-1999: Certificated Personnel Salaries Supp/Conc \$9,627 B. Time sheet pay for 7 teachers and 1 counselor for 3 days during summer 3000-3999: Employee Benefits Supp/Conc \$1,603
1.5 Provide online reading and math remediation	Schoolwide one.Charter Elementary	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase Imagine Learning 5000-5999: Services And Other Operating Expenditures Supp/Conc \$10,000 Purchase ST Math 5000-5999: Services And Other Operating Expenditures Supp/Conc \$5,000
1.6 Provide Protocol Hard Drive software	Schoolwide one.Charter Visual and Performing Arts Academy	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Upgrade Protocols cost 5000-5999: Services And Other Operating Expenditures Supp/Conc \$1,835
1.7 Continue to provide "Choice" curriculum for CRA	Schoolwide Career Readiness Academy	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Choice Curriculum online cost 5000-5999: Services And Other Operating Expenditures Supp/Conc \$2,000

<p>1.8 Continue to seek out a highly qualified teaching staff.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Base \$1,013,419 2000-2999: Classified Personnel Salaries Base \$341,240 3000-3999: Employee Benefits Base \$465,947</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 2:</p>	<p>Developing meaningful partnerships between school, family and community, where all members share a vision for a safe, supportive and productive learning environment.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Through Stakeholder discussions, and a review of student assessments, parent/teacher conference attendance, discipline records and student demographics, it was determined that, one.Charter students need:</p> <ul style="list-style-type: none"> • Parents that are actively involved in their children's education • Safe and respectful learning environments • Regular school attendance • Consistent participate in school related activities 	
<p>Goal Applies to:</p>	<p>Schools: All Charters Applicable Pupil Subgroups:</p>	<p>All Pupils</p>

LCAP Year 1: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Parent Involvement: State Priority 3 <ul style="list-style-type: none"> A - Increase parent participation in Parent/Teacher conferences by 5% to reach at least 76%, verified by parent sign-in. Baseline data: 2012 - 14.7% parent participation 2014/15 - 71% parent participation A - Maintain community attendance and participation at Academy of Visual and Performing Arts Events, verified by sign-in and head count. Baseline data: 2013/14 - 158 participants. 2014/15 - 405 participants. B - Encourage parent conference participation to families of unduplicated students by providing translators. No current data to support this matrix. C - Continue to encourage parents of exceptional needs students to participate in the IEP and 504 process, verified by SEIS. No current data to support this matrix. • Pupil Engagement: State Priority 5 <ul style="list-style-type: none"> A - Increase attendance rates by 2 %, verified by CALPADS. Baseline data 2014/15: 89% B - Decrease chronic absenteeism by 5 students verified by CALPADS. Baseline data 2014/15: 12 students C - Decrease Middle school dropout rates. Baseline data: No current data to support this matrix. D - Decrease High school dropout rates. Baseline data: No current data to support this matrix. E - Increase High school graduation rates by 5 students to be 48 graduates, verified by PROMIS. Baseline data 2014/15: 43 graduates. • School Climate: State Priority 6 <ul style="list-style-type: none"> A - Decrease student suspension rates from 83 student offenses to 20 students offenses, verified by PROMIS. Baseline data 2014/15: 83 offenses B - Maintain student expulsion rates, verified by PROMIS. Baseline data: 0 expulsions C - Other local measures: No current data to support this matrix. A school climate survey will be developed to measure school safety and connectedness • Student Participation: Local Priorities: <ul style="list-style-type: none"> A - Maintain student participation in one.Quests, verified by student attendance, reflections and teacher's notes. Baseline data: 2013/14-99 students. 2014/15-165. B - Maintain student participation in Academy of Visual and Performing Arts, verified by students attendance, reflection and teacher's notes. Baseline data 2013/14-85; 2014/15-100
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide materials and refreshments for all one.Charter events	Charterwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	4000-4999: Books And Supplies Supp/Conc \$2,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2.2 School Nurse will provide mental and physical health outreach for students.	Charterwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supp/Conc \$27,127 3000-3999: Employee Benefits Supp/Conc \$7,733
2.3 Provide counseling services to support students	Charterwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supp/Conc \$42,841 3000-3999: Employee Benefits Supp/Conc \$17,403
2.4 Provide transportation for students to attend Charter events	Charterwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Van rental 5000-5999: Services And Other Operating Expenditures Supp/Conc \$2,500
2.5 Provide bus passes for Low Income students	ALL	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	5000-5999: Services And Other Operating Expenditures Supp/Conc \$4,200

		_ Other Subgroups: (Specify)	
2.6 Provide Charter-based Curriculum to Elementary students	Schoolwide one.Charter Elementary	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum 5000-5999: Services And Other Operating Expenditures Supp/Conc \$2,500
2.7 Campus Security Technician	Schoolwide one.Charter VAPA/Bianchi and one.Charter Elementary	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supp/Conc \$22,299 3000-3999: Employee Benefits Supp/Conc \$5,199
2.8 Career Readiness Technician	Schoolwide CRA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(Don Nickerson) 2000-2999: Classified Personnel Salaries Supp/Conc \$16,720 (Don Nickerson) 3000-3999: Employee Benefits Supp/Conc \$4,038
2.9 Foster Youth Mentor	one. Charter Elementary	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(Joseph Robinson) 2000-2999: Classified Personnel Salaries Supp/Conc \$10,275 (Joseph Robinson) 3000-3999: Employee Benefits Supp/Conc \$2,481

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Parent Involvement: State Priority 3 <ul style="list-style-type: none"> A - Increase parent participation in Parent/Teacher conferences by 5% to reach at least 76%, verified by parent sign-in. Baseline data: 2012 - 14.7% parent participation 2014/15 - 71% parent participation A - Maintain community attendance and participation at Academy of Visual and Performing Arts Events, verified by sign-in and head count. Baseline data: 2013/14 - 158 participants. 2014/15 - 405 participants. B - Encourage parent conference participation to families of unduplicated students by providing translators. No current data to support this matrix. C - Continue to encourage parents of exceptional needs students to participate in the IEP and 504 process, verified by SEIS. No current data to support this matrix. • Pupil Engagement: State Priority 5 <ul style="list-style-type: none"> A - Increase attendance rates by 2 %, verified by CALPADS. Baseline data 2014/15: 89% B - Decrease chronic absenteeism by 5 students verified by CALPADS. Baseline data 2014/15: 12 students C - Decrease Middle school dropout rates. Baseline data: No current data to support this matrix. D - Decrease High school dropout rates. Baseline data: No current data to support this matrix. E - Increase High school graduation rates by 5 students to be 48 graduates, verified by PROMIS. Baseline data 2014/15: 43 graduates. • School Climate: State Priority 6 <ul style="list-style-type: none"> A - Decrease student suspension rates from 83 student offenses to 20 students offenses, verified by PROMIS. Baseline data 2014/15: 83 offenses B - Maintain student expulsion rates, verified by PROMIS. Baseline data: 0 expulsions C - Other local measures: No current data to support this matrix. A school climate survey will be developed to measure school safety and connectedness • Student Participation: Local Priorities: <ul style="list-style-type: none"> A - Maintain student participation in one.Quests, verified by student attendance, reflections and teacher' notes. Baseline data: 2013/14-99 students. 2014/15-165. B - Maintain student participation in Academy of Visual and Performing Arts, verified by student attendance, reflections and teacher's notes. Baseline data 2013/14-85; 2014/15-100.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide materials and refreshments for all one.Charter	Charterwide	<input checked="" type="checkbox"/> All <input type="checkbox"/> OR: -----	4000-4999: Books And Supplies Supp/Conc \$2,000

<p>events</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.2 School Nurse will provide mental and physical health outreach for students.</p>	<p>Charterwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supp/Conc \$27,127 3000-3999: Employee Benefits Supp/Conc \$7,733</p>
<p>2.3 Provide counseling services to support students</p>	<p>Charterwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supp/Conc \$42,841 3000-3999: Employee Benefits Supp/Conc \$17,403</p>
<p>2.4 Provide transportation for students to attend Charter events</p>	<p>Charterwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Van rental 5000-5999: Services And Other Operating Expenditures Supp/Conc \$2,500</p>
<p>2.5 Provide bus passes for Low Income students</p>	<p>ALL</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>5000-5999: Services And Other Operating Expenditures Supp/Conc \$4,200</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2.6 Provide Charter-based Curriculum to Elementary students	Schoolwide one. Charter Elementary	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum 5000-5999: Services And Other Operating Expenditures Supp/Conc \$2,500
2.7 Campus Security Technician	Schoolwide one. Charter VAPA/Bianchi and one. Charter Elementary	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supp/Conc \$22,299 3000-3999: Employee Benefits Supp/Conc \$5,199
2.8 Career Readiness Technician	Schoolwide CRA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(Don Nickerson) 2000-2999: Classified Personnel Salaries Supp/Conc \$16,720 (Don Nickerson) 3000-3999: Employee Benefits Supp/Conc \$4,038
2.9 Foster Youth Mentor	one. Charter Elementary	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	(Joseph Robinson) 2000-2999: Classified Personnel Salaries Supp/Conc \$10,275 (Joseph Robinson) 3000-3999: Employee Benefits Supp/Conc \$2,481

		English proficient _ Other Subgroups: (Specify)	
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LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

- Parent Involvement: State Priority 3
 - A - Increase parent participation in Parent/Teacher conferences by 5% to reach at least 76%, verified by parent sign-in. Baseline data: 2012 - 14.7% parent participation 2014/15 - 71% parent participation
 - A - Maintain community attendance and participation at Academy of Visual and Performing Arts Events, verified by sign-in and head count. Baseline data: 2013/14 - 158 participants. 2014/15 - 405 participants.
 - B - Encourage parent conference participation to families of unduplicated students by providing translators. No current data to support this matrix.
 - C - Continue to encourage parents of exceptional needs students to participate in the IEP and 504 process, verified by SEIS. No current data to support this matrix.

- Pupil Engagement: State Priority 5
 - A - Increase attendance rates by 2 %, verified by CALPADS. Baseline data 2014/15: 89%
 - B - Decrease chronic absenteeism by 5 students verified by CALPADS. Baseline data 2014/15: 12 students
 - C - Decrease Middle school dropout rates. Baseline data: No current data to support this matrix.
 - D - Decrease High school dropout rates. Baseline data: No current data to support this matrix.
 - E - Increase High school graduation rates by 5 students to be 48 graduates, verified by PROMIS. Baseline data 2014/15: 43 graduates.

- School Climate: State Priority 6
 - A - Decrease student suspension rates from 83 student offenses to 20 students offenses, verified by PROMIS. Baseline data 2014/15: 83 offenses
 - B - Maintain student expulsion rates, verified by PROMIS. Baseline data: 0 expulsions
 - C - Other local measures: No current data to support this matrix. A school climate survey will be developed to measure school safety and connectedness

- Student Participation: Local Priorities:
 - A - Maintain student participation in one.Quests, verified by student attendance, reflections and teacher' notes. Baseline data: 2013/14-99 students. 2014/15-165.
 - B - Maintain student participation in Academy of Visual and Performing Arts, verified by student attendance, reflections and teacher's notes. Baseline data 2013/14-85; 2014/15-100.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide materials and refreshments for all one.Charter events	Charterwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	4000-4999: Books And Supplies Supp/Conc \$2,000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2.2 School Nurse will provide mental and physical health outreach for students.	Charterwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supp/Conc \$27,127 3000-3999: Employee Benefits Supp/Conc \$7,733
2.3 Provide counseling services to support students	Charterwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supp/Conc \$42,841 3000-3999: Employee Benefits Supp/Conc \$17,403
2.4 Provide transportation for students to attend Charter events	Charterwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Van rental 5000-5999: Services And Other Operating Expenditures Supp/Conc \$2,500
2.5 Provide bus passes for Low Income students	ALL	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	5000-5999: Services And Other Operating Expenditures Supp/Conc \$4,200

		English proficient _ Other Subgroups: (Specify)	
2.6 Provide Charter-based Curriculum to Elementary students	Schoolwide one. Charter Elementary	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Curriculum 5000-5999: Services And Other Operating Expenditures Supp/Conc \$2,500
2.7 Campus Security Technician	Schoolwide one. Charter VAPA/Bianchi and one. Charter Elementary	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supp/Conc \$22,299 3000-3999: Employee Benefits Supp/Conc \$5,199
2.8 Career Readiness Technician	Schoolwide CRA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(Don Nickerson) 2000-2999: Classified Personnel Salaries Supp/Conc \$16,720 (Don Nickerson) 3000-3999: Employee Benefits Supp/Conc \$4,038
2.9 Foster Youth Mentor	one. Charter Elementary	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	(Joseph Robinson) 2000-2999: Classified Personnel Salaries Supp/Conc \$10,275 (Joseph Robinson) 3000-3999: Employee Benefits Supp/Conc \$2,481

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Improve student attendance by decreasing truancy		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: Low income pupils		
Expected Annual Measurable Outcomes:	1% annual increase in the number of one.Charter students meeting the minimum of 95% attendance.	Actual Annual Measurable Outcomes:	14-15 data indicates that attendance rates were at 89%.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain mental and physical health outreach for students. .20 of school nurse	2100 Object Code \$18,320	Maintained the mental and physical health outreach for students with a .20 school nurse.	1000-1999: Certificated Personnel Salaries Supp/Conc \$21,260 3000-3999: Employee Benefits Supp/Conc \$5,590
Scope of Service: Charterwide		Scope of Service: Charterwide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain counseling services to provide support for students	1000 Object Code \$39,711	Maintained counseling services which provided support for students	1000-1999: Certificated Personnel Salaries Supp/Conc \$40,454 3000-3999: Employee Benefits

				Supp/Conc \$15,962
Scope of Service	Charterwide		Scope of Service	Charterwide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide bus passes to low income students when needed to participate in school or other school related events		5800 Object Code \$2,000	Bus passes were provided to our Low Income students	
			5800: Professional/Consulting Services And Operating Expenditures Supp/Conc \$4,200	
Scope of Service	Charterwide		Scope of Service	Charterwide
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Through stakeholder engagement it was determined that Goal 1 and Goal 2 should be combined into one goal which now serves Goal 1 for Student Achievement, with the related state Priority 1,2,4,7 and 8 marked. All related actions and services in Goal 1 were achieved and will continue to provide these services to students in 2016/17. Through stakeholder discussions all action service items were deemed effective.		

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

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

Original GOAL 2 from prior year LCAP:	Improve academic achievement for all students through mastery of the Common Core Standards. Consistent, rigorous and relevant lessons will be the vehicle for growth.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: English language learners
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Expected Annual Measurable Outcomes:	1. Continue to increase 2% each year until 100% passage rate is achieved in CAHSEE. 2. PWA: Increase average student scores by .5 (2.4%) for each testing period until the program average reaches 3.0.	Actual Annual Measurable Outcomes:	1. The CAHSEE was suspended. 2. Students; average PWA scores did not increase program wide. We will continue to work on this goal.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1a. Continue providing Edmentum online service for remediation thru a-g courses. Lab hours: 1,800 (3 teachers @ 20 hours/week for 30 weeks @ \$73.19/hour)	2.1a. 5800&1000 Objects Funding Source \$15,000	Staff provided students with access to Edmentum	5800: Professional/Consulting Services And Operating Expenditures Supp/Conc \$14,565 1000-1999: Certificated Personnel Salaries Supp/Conc \$131,742 3000-3999: Employee Benefits Supp/Conc \$19,800
Scope of Service: Grades 7 -12 <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Grades 7-12 <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>2.1b. Support Technology through Tech Support to improve student learning and enhance and communication with student and parent.</p>	<p>2.1b. 2400 Objects Funding Source \$10,500</p>	<p>Tech support was provided to ensure students have access to technology needed for learning as well as a necessary tool for parent and student communication.</p>	<p>2000-2999: Classified Personnel Salaries Supp/Conc \$13,563 3000-3999: Employee Benefits Supp/Conc \$5,745</p>
<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charterwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.1c. Continue to purchase EDGE curriculum as needed for English Learners.</p>	<p>2.1c. 4200 Objects Funding Source \$3,500</p>	<p>Did not purchase EDGE curriculum</p>	<p>4000-4999: Books And Supplies Supp/Conc \$0</p>
<p>Scope of Service Grades 7 -12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Grades 7-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.1d. one.Charter AVPA Enrichment Artists will increase rigor and relevance through lessons using Smart Goals with a CTE connection</p> <p>2.1e. AVPA teacher to write integrated thematic units based on Common Core and AVPA standards</p> <p>2.1f. AVPA teacher to design assessments aligned with Common</p>	<p>2.1d. 2906 Objects Funding Souce \$40,000</p> <p>2.1e. \$2,500</p> <p>2.1f \$1,000</p>	<p>Enrichment Artist were provided</p> <p>AVPA teachers did not write integrated thematic units</p> <p>AVPA teachers did not design student assessments</p>	<p>2.1d 2000-2999: Classified Personnel Salaries Supp/Conc \$53,021.30</p> <p>2.1d 3000-3999: Employee Benefits Supp/Conc \$2,928.65</p> <p>2.1e \$0</p> <p>2.1f \$0</p>

Core and AVPA standards				
Scope of Service	Charter AVPA		Scope of Service	Charter AVPA
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Through stakeholder engagement it was determined that Goal 1 and Goal 2 should be combined into one goal which now serves as Goal 1 for Student Achievement, with the related state Priority 1,2,4,7 and 8 marked. All related actions and services in Goal 1 were achieved and will continue to provide these services to students in 2016/17. Through stakeholder discussions all action service items were deemed effective. Goal 3 will now serve as Goal 2 with related State Priorities 3, 5, and 6 marked. \ Through stakeholder discussions all action service items were deemed effective for Goal 3, which will be represented as Goal 2 in 2016/17.			

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

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

Original GOAL 3 from prior year LCAP:	To improve all areas of growth for students, while supporting site focus, through establishing and growing relationships with self, peers and community.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Pupils
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Expected Annual Measurable Outcomes:	1. Increase student participation in AVPA activities by 5% 2. Increase student participation in one.Quests by 5% 3. Increase parent participation in Parent/Teacher conferences by 2.5% 4. Increase community attendance and participation at AVPA events by 2.5%	Actual Annual Measurable Outcomes:	1. Student participation in AVPA activities increased. 2. Student participation in one.Quests increased. 3. Did not have data to verify parent participation rates. This is a focus for 16-17. 4. Participation rates increased. This is a focus for 16-17
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services									
Budgeted Expenditures		Estimated Actual Annual Expenditures									
3.1a. Artist-In-Schools Instructors	3.1a. 5809 Objects Funding Source \$15,000	Artist-In-Schools Instructors were provided for student learning.	5000-5999: Services And Other Operating Expenditures Supp/Conc \$15,908								
<table border="0" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>Charter AVPA</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black;"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Charter AVPA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="0" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>Charter AVPA</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black;"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Charter AVPA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	Charter AVPA										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	Charter AVPA										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
3.2a. AVPA Teacher to manage Enrichment and locate opportunities	3.2a. 1000 Object Code \$2,000	AVPA teacher managed enrichment opportunities for student participation	1000-1999: Certificated Personnel Salaries Supp/Conc \$2,100								

for our students to participate within the community.			3000-3999: Employee Benefits Supp/Conc \$300				
<table border="1"> <tr> <td data-bbox="100 211 241 284">Scope of Service</td> <td data-bbox="241 211 562 284">Charter AVPA</td> </tr> </table>	Scope of Service	Charter AVPA		<table border="1"> <tr> <td data-bbox="1035 211 1176 284">Scope of Service</td> <td data-bbox="1176 211 1507 284">Charter AVPA</td> </tr> </table>	Scope of Service	Charter AVPA	
Scope of Service	Charter AVPA						
Scope of Service	Charter AVPA						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>3.3a. Vans for transportation to Artistic Events (\$1,000)</p> <p>3.3b. Refreshments for events at one.Charter (\$1,000)</p> <p>3.3c. Materials and supplies for projects and events (\$10,000)</p>	<p>3.3a 5600& 4310 Object code \$1,000</p> <p>3.3b \$1,000</p> <p>3.3c \$10,000</p>	<p>Vans were provided for student events</p> <p>Refreshments were provided for one.Charter events</p> <p>Materials and Supplies were provided to students for projects and events</p>	<p>5000-5999: Services And Other Operating Expenditures Supp/Conc \$1,474</p> <p>4000-4999: Books And Supplies Supp/Conc \$1,400</p> <p>4000-4999: Books And Supplies Supp/Conc \$17,907</p>				
<table border="1"> <tr> <td data-bbox="100 844 241 917">Scope of Service</td> <td data-bbox="241 844 562 917">Charter</td> </tr> </table>	Scope of Service	Charter		<table border="1"> <tr> <td data-bbox="1035 844 1176 917">Scope of Service</td> <td data-bbox="1176 844 1507 917">Charter</td> </tr> </table>	Scope of Service	Charter	
Scope of Service	Charter						
Scope of Service	Charter						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Through stakeholder discussion Goal 3 will be in Goal 2 in 2016/17 and will focus on meaningful partnerships between schools family and community with related State Priorities 3,5, and 6 marked. All action service items in Goal 2 were deemed effective and will continue for the 2016/17 year under Goal 2.</p>						

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$761,072</u>
The following programs and services are provided to students in a Charterwide/Schoolwide manner using Supplemental/Concentration funds:	
GOAL 1 – Student Achievement	
Action/Service 1.1 - Provide Edmentum online service for remediation through A-G courses.	
Action/Service 1.2 - Technology Support Staff	
Action/Service 1.3 - A. Enrichment Artist will provide classroom instruction for students in Visual and Performing Arts. B. Artist in Schools will provide visual art lessons	
Action/Service 1.4 - A. one.Charter will update their Mission and Vision statement to include all academies. B. Each Academy will integrate their curriculum within site focus.	
Action/Service 1.5 - Provide online reading and math remediation	
Action/Service 1.6 - Provide Protool Hard Drive software	
Action/Service - 1.7 Continue to provide "Choice" curriculum for CRA	
GOAL 2 – School Climate/Parent Partnerships	
Action/Service 2.1 - Provide materials and refreshments for all one.Charter events	
Action/Service 2.2 - School Nurse will provide mental and physical health outreach for students.	
Action/Service 2.3 - Provide counseling services to support students	
Action/Service 2.4 -Provide transportation for students to attend Charter events	
Action/Service 2.5 - Provide bus passes for Low Income students. This action/service is for Low Income students only	
Action/Service 2.6 – Provide Charter-based Curriculum to Elementary students	
Action/Service 2.7 - Campus Security Technician	
Action/Service 2.8 - Career Readiness Technician	
Action/Service 2.9 - Foster Youth Mentor: This action/service is for Foster Youth students only	
Justification: These programs and services are principally directed towards and effective in meeting the Charter goals in the state priority areas for our unduplicated students, who are our most at-risk population and who might not otherwise have opportunities to participate in extracurricular activities outside the school setting.	

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

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

50.6 0	%
<p>The following programs and services are provided to our unduplicated students providing improved and or increased services as compared to all students:</p> <p>Goal 2 – School Climate/Parent Partnerships Action/Service 2.9 - Foster Youth Mentor Action/Service 2.5 - Provide bus passes for Low Income students</p> <p>Justification: Foster Youth Mentor provides academic support as well as referrals to outside agencies when needed to our FY students. Bus passes are provided to low income students so they are able to get to and from school as well as participate in extra curricular activities.</p>	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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