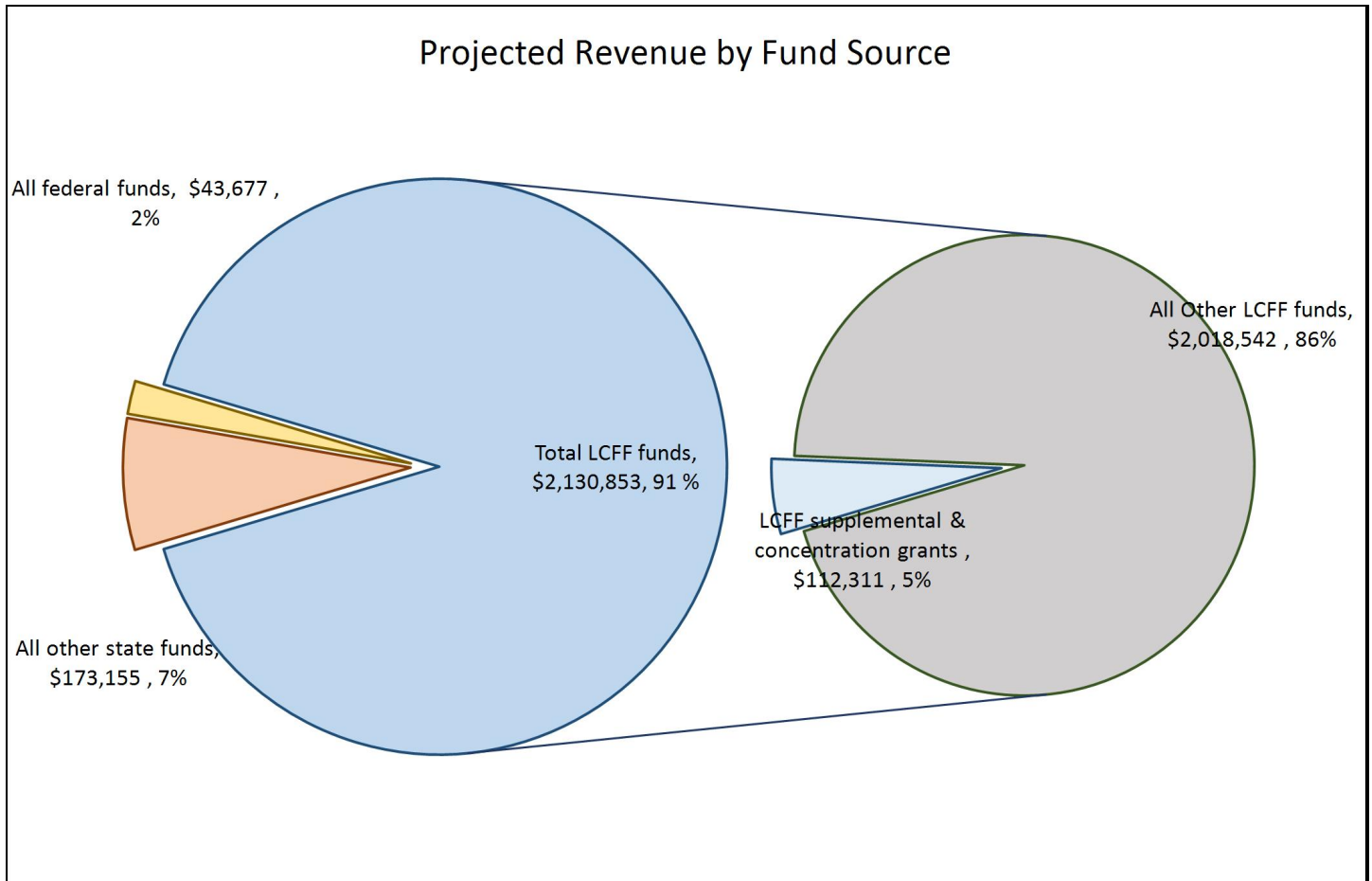


# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Community Collaborative Virtual School - Keppel Partnership Academy  
 CDS Code: 19-64642-0136127  
 Local Control and Accountability Plan (LCAP) Year: 2019-20  
 LEA contact information: Kurt Madden, CEO

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-20 LCAP Year

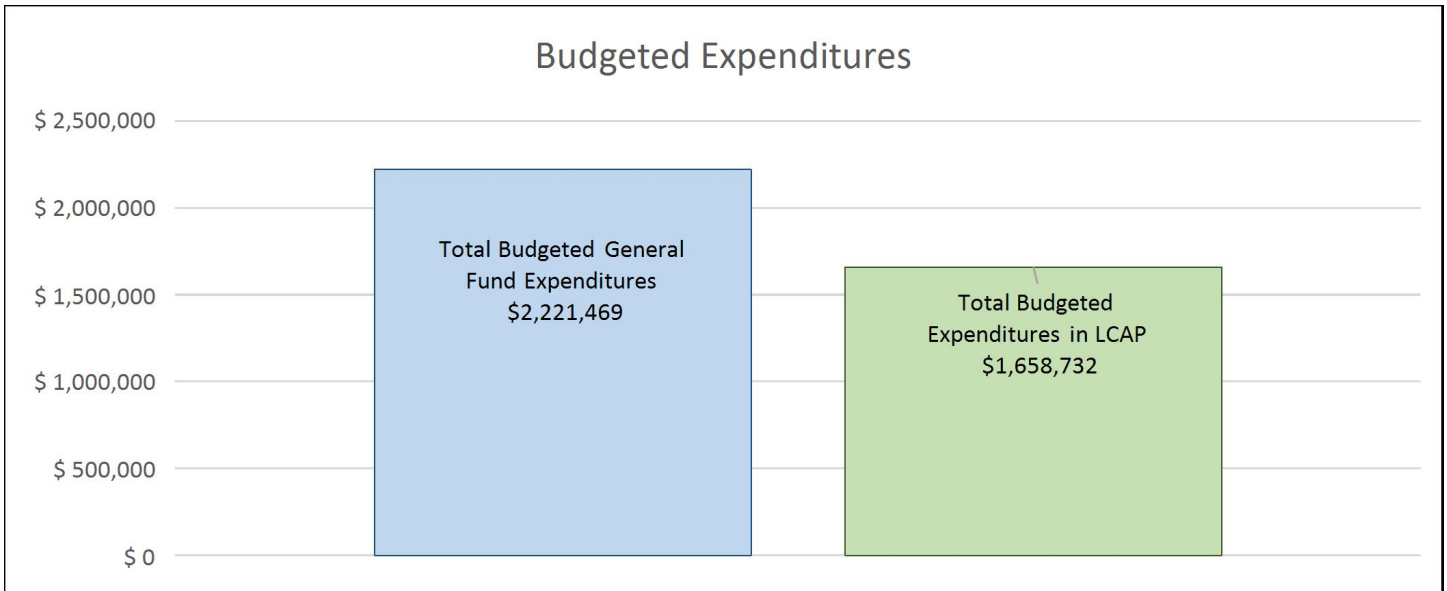


This chart shows the total general purpose revenue Community Collaborative Virtual School - Keppel Partnership Academy expects to receive in the coming year from all sources.

The total revenue projected for Community Collaborative Virtual School - Keppel Partnership Academy is \$2,347,685, of which \$2,130,853.0 is Local Control Funding Formula (LCFF), \$173,155.00 is other state funds, \$0 is local funds, and \$43,677.00 is federal funds. Of the \$2,130,853.0 in LCFF Funds, \$112,311.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Community Collaborative Virtual School - Keppel Partnership Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Community Collaborative Virtual School - Keppel Partnership Academy plans to spend \$2,221,469.00 for the 2019-20 school year. Of that amount, \$1,658,732 is tied to actions/services in the LCAP and \$562,737 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

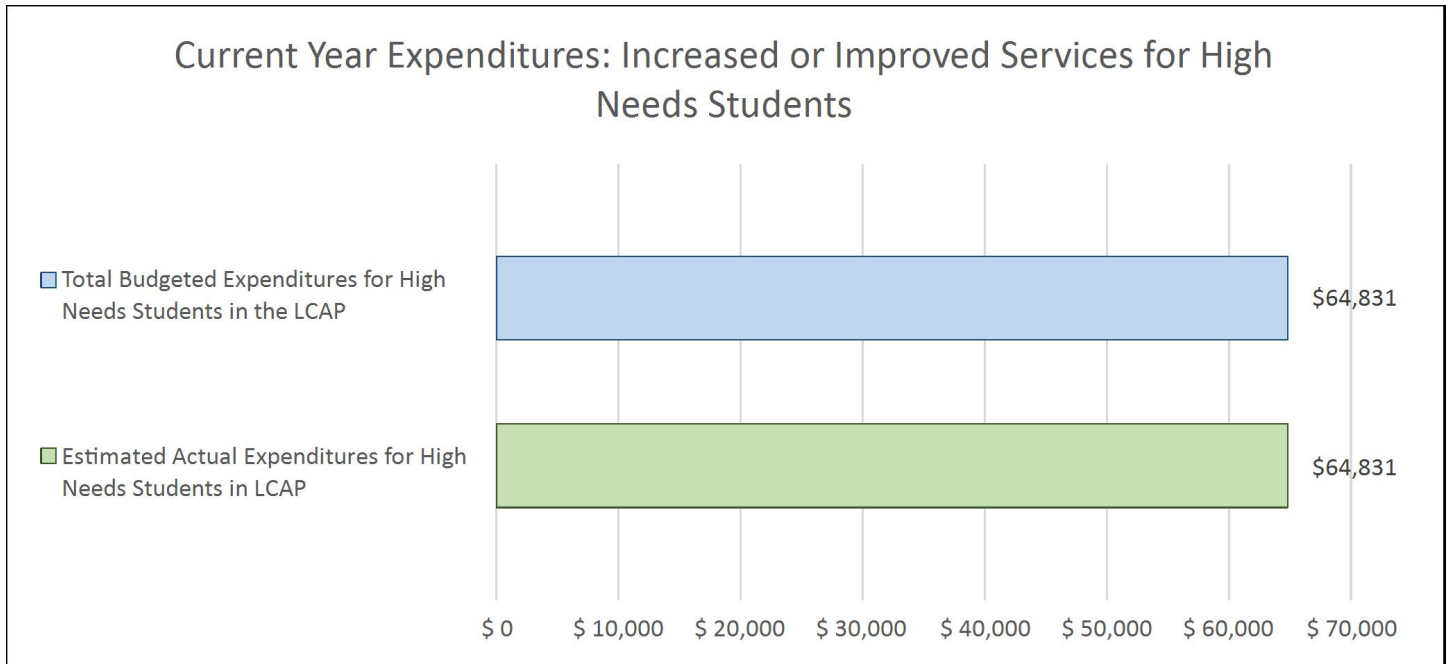
General Fund Budget Expenditures for the LCAP year not included in the LCAP may be used for: Basic services and other operational expenses, subscriptions, rentals, leases, community events and other core program expenditures such as regional vendor events and field trips.

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Community Collaborative Virtual School - Keppel Partnership Academy is projecting it will receive \$112,311.00 based on the enrollment of foster youth, English learner, and low-income students. Community Collaborative Virtual School - Keppel Partnership Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Community Collaborative Virtual School - Keppel Partnership Academy plans to spend \$112,311.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Community Collaborative Virtual School - Keppel Partnership Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Community Collaborative Virtual School - Keppel Partnership Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Community Collaborative Virtual School - Keppel Partnership Academy's LCAP budgeted \$64,831 for planned actions to increase or improve services for high needs students. Community Collaborative Virtual School - Keppel Partnership Academy estimates that it will actually spend \$64,831 for actions to increase or improve services for high needs students in 2018-19.

2019-20



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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Community Collaborative Virtual School - Keppel Partnership Academy	Kurt Madden CEO	760-494-9646 kmadden@cccs.education

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

#### Mission Statement

Our mission is to create a diverse and individualized learning environment that supports every student and strengthens relationships between families, programs, authorizers, and the community. With a strong foundation of award-winning educator experience, we provide organizational and professional support to charter programs so that they can focus on creating customizable learning for any student.

#### About CCV-Keppel Partnership Academy

CCV-Keppel Partnership Academy serves students TK – 12 in Los Angeles County, Inyo, Kern, San Bernardino, Orange, and Riverside. CCV-Keppel will harness the power of a flexible learning environment and modern educational technology to serve learners with diverse backgrounds and goals who seek an education alternative that stimulates and supports independent learning. Through the power and flexibility of its diverse curriculum options, combined with superior individualized support, CCV-Keppel Partnership Academy provides inspirational learning with enriched and

rigorous academics and high standards to empower students to become self-motivated and competent life-long learners who will make a positive impact in their communities. CCV-Keppel Partnership Academy's educational model is intended to cultivate learning habits that keep the mind open, curious and alert. An "educated" person in the 21st century" is able to learn continuously, perceive opportunity, and adapt talents to novel situations. CCV-Keppel Partnership Academy will position its students by enabling them to learn any time, any place, and by deploying flexible learning, teaching, curricular and staffing models that adapt to the uniqueness inherent in every student and learning situation.

On CBEDS day 2018-2019, CCV-Keppel Partnership Academy reported an enrollment of 141 students. This includes the enrollment of 24.8% socio-economically disadvantaged, 1.4% English Learners, and 9.2% Special Education student populations.

## LCAP Highlights

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

### Goal 1 Student Learner Outcomes

#### Metrics:

Curriculum Assessments (CAASPP, LCFF Evaluation Rubrics)

Local school-wide assessments

i-Ready diagnostic benchmark assessments

English Language Proficiency Assessments for California (ELPC) levels

#### Major Actions:

Continue evaluation of students' academic performance

Continue monitoring English Learner (EL), Low Income (LI), Foster Youth (FY), Students With Disabilities (SWD) for proficiency

Continue 100% access to materials/learning experiences aligned to state standards

Provide training/professional development on use of rubrics, achievement data, and targeted Interventions

Provide training/professional development on ELD Instruction, SDAIE, EL Master Plan, and reclassification

Provide training/professional development teaching students with disabilities, on successful strategies and Intervention practices that produce large outcomes

### Goal 2 Positive School Climate and High ADA

#### Metrics:

Average Daily Attendance Rates

Stakeholder Connectedness Survey Results

Highly qualified teacher assignments

#### Major Actions:

Providing credit recovery Options

Maintaining highly qualified teachers and classified staff

Professional development in emotional and mental health and cultural awareness

### Goal 3 Establishing Connections and partnerships to increase engagement and involvement, to support learning and achievement

#### Metrics:

Stakeholder Parent Participation Survey Results

Stakeholder Safety and Satisfaction Survey Results

**Major Actions:**

Provide meaningful and transparent communication  
Provide parent input opportunities  
Provide parent training and workshops  
Provide EL Master Plan training (ELD placement, ELD progress, Reclassification)  
Provide translated notices, reports, statements

**Goal 4 College and Career Readiness and Career Technical Education**

**Metrics:**

Graduation Rates  
College/Career Prepared Rate

**Major Actions:**

Provide College and Career Readiness Programs  
Monitor and Support Middle to High School transition to improve Graduation Rates  
Provide Career Technical Education and career pathway opportunities  
Provide AVID and AVID enrichment opportunities  
Provide intercession and credit recovery opportunities  
Provide CAASPP preparation

## **Review of Performance**

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

## **Greatest Progress**

The Community Collaborative Virtual – Keppel Partnership Academy – LCFF dashboard did not return any performance color results; however, a baseline will be developed from 2018-19 results.

CCV-Keppel Partnership Academy is proud of its 0.2% Chronic Absenteeism rate and recognizes the importance of student attendance as it relates to academic achievement; our LCAP Goal 2 focuses on promoting a high ADA and positive school climate by providing highly-qualified teachers, best practices, and interventions to ensure student success.

Our 2018 LCAP Input Survey was distributed for stakeholder input and we had 83 participants. The results of our input survey demonstrated that 98.3% of parents feel connected to our school and that they feel safe, valued and respected. The Overall satisfaction rate is 92%.

To continue the growth of our high percentage rates, our LCAP Goal 3 focuses on establishing connections and partnerships with families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. We believe that effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making.

CCV-Keppel Partnership Academy celebrates our 0% suspension and expulsion rates. Our LCAP goals 1, 2, 3, and 4 are focused on the academic achievement of our students through an effective instruction and challenging and engaging curriculum, a positive school climate with highly qualified teachers, best practices and researched based interventions, establishing a school culture where

engagement, involvement, safety and satisfaction are priorities, and making sure students are on track to graduate and are college/career prepared. CCV-Keppel Partnership Academy's focus on student success and making all stakeholder's a priority results in student engagement and 0% suspension and expulsion rates.

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

### **Greatest Needs**

The Community Collaborative Virtual – Keppel Partnership Academy – LCFF dashboard did not return any performance color results– a baseline will be developed from 2018-19 LCFF Dashboard Performance results.

There are no "Not Met" or "Not Met for Two or More Years" ratings.

CCV-Keppel Partnership Academy recognizes that although there are no LCFF Dashboard color results, our ELA and Math areas of performance are below standard. Our LCAP Goal 1 is focused on improving the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments to promote student progress of English Learners, other unduplicated student groups, and students with disabilities. The goal 1 action steps are specific in how we will monitor our students to ensure academic success or refer to the RTI, SST or IEP team. 1.4, Providing professional development and ongoing trainings on the use of rubrics and academic achievement data to identify effective targeted interventions for students struggling to meet grade level is an important action step in supporting and improving academic success.

CCV-Keppel Performance Indicator (PIR) participation rate did not meet the 95% for all students with disabilities. As a result, a PIR plan was written and is submitted with this LCAP. The PIR team consisted of the following: SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers. The improvement strategies are outlined in the PIR plan and will be monitored and evaluated for progress by the PIR team and monitored during the LCAP Annual Review process. LCAP 1.8 Review of the Performance Indicator Review plan will be monitored for progress of the planned strategies/activities to improve the 86.64% participation rate of SWDs in ELA and Mathematics CAASPP tests.

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

## Performance Gaps

The Community Collaborative Virtual – Keppel Partnership Academy – LCFF dashboard did not return any performance color results/rubric that indicates any student group two or more performance levels below the "all student" performance. – a baseline will be developed from 2018-19 results/rubric.

Although there are no noted performance gaps on the LCFF Dashboard, we do recognize the importance of improving our Graduation and College/Career Prepared rates. With our Graduation rate at 11.1% and College/Career prepared rate at 0% focusing on monitoring our students transitioning from middle to high school to keep students on track to graduate is outlined in our LCAP Goal 4 action steps where we recognize the importance on monitoring attendance, providing collective support from teachers for academic success and fostering support to ease transition through middle and high school as being priorities to improve our graduation and college/career prepared rates.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

This is not applicable to CCV-Keppel Partnership Academy

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

This is not applicable to CCV-Keppel Partnership Academy

### Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

This is not applicable to CCV-Keppel Partnership Academy



# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 1

We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners, other unduplicated student groups, and students with disabilities.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

CAASPP ELA  
Increase the number of students that have Met or Exceeded grade level proficiency by 2% each year.

**18-19**

2% increase in ALL Student performance in CAASPP ELA

**Baseline**

A baseline will be developed from 2017-18 CAASPP data.

**Metric/Indicator**

CAASPP Math

Actual

ELA: ALL Students: 44.11% Met or Exceeded

Math: ALL Students: 23.52% Met or Exceeded

Expected

Increase the number of students that have Met or Exceeded grade level proficiency by 2% each year.

**18-19**  
2% increase in ALL Student performance in CAASPP Math

**Baseline**  
A baseline will be developed from 2017-18 CAASPP data.

**Metric/Indicator**  
Maintain or Increase  
LCFF Evaluation Rubric levels

**18-19**  
+10 point increase in ALL Student performance in ELA and Math

**Baseline**  
2017-18 LCFF Dashboard Results

Actual

LCFF Dashboard  
ELA: ALL Students: 24.9 pts below standard  
Math: All Students: 40.4 pts below standard

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, RTI process, tutor support from approved vendors, time management training with student/parent. Collaboration across departments to streamline intervention process and to measure the effectiveness</p>	<p>Progress is tracked through local and state assessments: iReady pre and post and progress monitoring, ELPAC, CAASPP Assessments within chosen curriculum and courses.</p>	<p>Student Assessment LCFF \$5,250.00</p>	<p>Included in Certificated Salaries and Benefits LCFF</p>

of the intervention will be done.(All Students) (WASC)

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD) (WASC)</p>	<p>Progress is tracked through local and state assessments: iReady pre and post and progress monitoring, ELPAC, CAASPP Assessments within chosen curriculum and courses</p>	<p>Instructional Aides Classified Salaries LCFF \$5,960.00</p>	<p>Instructional Aides Classified Salaries LCFF \$5,960.00</p>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students)</p> <ul style="list-style-type: none"> <li>• Online courses, credit recovery, core programs</li> <li>• Supplemental curriculum and materials supporting common core standards</li> <li>• Extended School year</li> <li>• Digital curriculum aligned to common core</li> </ul> <p>Service vendors offering educational opportunities across geographical area</p>	<p>We provide equitable access to instructional content Standards based online curriculum is provided Planned learning and accomplished learning is in line with standards as shown on the Assignment and Work Records submitted each learning period Vendors are vetted, and online learning programs are state standards aligned Edgenuity, iReady grades 2 - 11 , IXL, We recruit and retain qualified and effective teachers We ensure appropriate assignment of experienced and qualified teachers</p>	<p>Curriculum, Textbooks, Materials and Supplies LCFF \$722,187.80</p>	<p>Curriculum, Textbooks, Materials and Supplies LCFF \$569,141.00</p>

We review data to determine staffing needs

#### Action 4

##### Planned Actions/Services

1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students)

##### Actual Actions/Services

We developed a culture of ongoing collaboration and professional growth  
Administrators are knowledgeable of the curriculum and state standards  
Collaborate with educational intermediaries to support teacher-driven professional learning models  
Professional Development and Monthly Staff Regional meetings are held  
Rubrics covered in instructional coaching  
Staff conferences to develop their knowledge of their individual departments

##### Budgeted Expenditures

Included in 1.5 Professional Development LCFF

##### Estimated Actual Expenditures

Included in 1.5 Professional Development LCFF

#### Action 5

##### Planned Actions/Services

1.5 Provide teacher professional development and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at

##### Actual Actions/Services

We provided the following professional development opportunities and trainings:  
At-Risk student training for teachers  
Parent Advisory Council meetings are held

##### Budgeted Expenditures

Professional Development LCFF  
\$2,533.33

##### Estimated Actual Expenditures

Professional Development LCFF  
\$12,983.00

Home, Common Core, and Social-Emotional Learning (SEL). (ALL, EL, SWD, FY, LI).

Special Education training with our SPED team held  
Parent training workshops  
Expert panels  
Social and Emotional Professional Development: Signs and symptoms (handout)  
Training held on EL curriculum and English Learner File cards  
Disciplinary policies developed  
Trainings held:  
August, 2018:  
Homeroom Best Practices  
Student and Parent Outreach  
Schoolwide focus on college and career readiness  
Attendance for non-classroom based programs  
Edmentum assessment training  
Supporting Diverse Student Populations  
SST, 504s and IEPs  
February 2019:  
Communication with Parents, Students, Staff: Best Practices  
Plagiarism  
CAASPP Test Proctor Training  
AVID Schoolwide focused note taking  
Adobe Connect  
School leadership fosters a culture of learning in which teachers reflect on their practice and how it connects to student learning and receive meaningful feedback

**Action 6**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.  
(WASC) (All Students)

Educators provide messages of high expectations and create opportunities for meaningful student participation...career academies, service learning projects, student-led decision making and leadership

Grade level curriculum with instructional strategies connected to the grade level curriculum provided through instructional vendors and state approved parent choice curriculum

No Cost

Included in 1.3 Curriculum, Textbooks, Materials and Supplies LCFF

### Action 7

**Planned Actions/Services**  
1.7 The charter program will develop formalized processes for curricular review and evaluation, including graduation requirements, credits, grading policies, and homework policy.  
(WASC) (ALL)

**Actual Actions/Services**  
While there are processes currently in place, it is necessary to formalize them to include all areas that lead to graduation and college/career preparedness

**Budgeted Expenditures**  
No Cost

**Estimated Actual Expenditures**  
Included in Certificated Salaries and Benefits LCFF

### Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The description of the actual actions and services demonstrate that the program directors and staff have incorporated the goal and action steps.

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

The ELA and Math results demonstrate our need to continue to closely monitor student progress to identify struggling students and provide them with support to improve their performance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.3 Based on enrollment

1.5 Based on all professional development throughout LCAP referenced here.

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

1.1 modified: We will increase the academic achievement of ALL students by engaging in in-depth analysis of student assessment to provide effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.

1.4 modified: Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents; for example: creation and use of rubrics, student achievement data to inform instruction, identifying the effective targeted interventions for students struggling to meet grade level proficiency.

1.5 modified: Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: EL progress and reclassification to show our focus on the English learner's progress in all courses, teaching students with disabilities, and literacy at home.

For the basis of monitoring the Performance Indicator Review (PIR) plan, the following actions will be added for the purpose of monitoring and evaluating the PIR plan during the LCAP annual review:

LCAP 1.8 Review of the Performance Indicator Review plan will be monitored for progress of the planned strategies/activities to improve the 86.64% participation rate of SWDs in ELA and Mathematics CAASPP tests.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 2

We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Decrease Chronic Absenteeism by 2% each year

**18-19**

Maintain or decrease low absenteeism rate.

**Baseline**

A baseline will be developed from 2017-18 data.

Decreasing chronic absenteeism by 2% annually

0.2% absenteeism rate (LCFF Dashboard)

**Metric/Indicator**

Strive for 0% Expulsion Rate each year

**18-19**

Maintain 0%

0% Expulsion Rate



Expected

Actual

<b>Baseline</b> 0%
<b>Metric/Indicator</b> Strive for 0% Suspension Rate each year
<b>18-19</b> Maintain 0%
<b>Baseline</b> 0%

0% Suspension Rate
--------------------

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Focus on school climate and student engagement and maintain a high rate of ADA, availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)	Adopted practices that make all families feel welcome and respected Work with school counselors to promote Track A: Credit Recovery availability One on one tutoring, in person support for high school students	Certificated Salaries and Benefits LCFF \$1,005,052	Certificated Salaries and Benefits LCFF \$631,290.00

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the	Intentionally built and sustained respectful and trusting relationships with staff, educators and families by creating a	Included in 1.2 Certificated Salaries and Benefits LCFF	Included in 2.1 Certificated Salaries and Benefits LCFF

subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description.

welcoming and inclusive environment  
 We maintain the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Frequent contact with parents in order to update them on student progress and notify them of events. (All Students)	Educators communicate regularly to parents and families about opportunities to provide feedback We establish ongoing processes to gather information through regular surveys Teachers meet with students weekly, email, phone, IM, or text to check in on student progress. Annual survey to determine school climate PAC meetings, social media engagement All school events for families to come together with other families and teachers	Marketing and Communication LCFF \$2,674.16	Included in 2.1 Certificated Salaries and Benefits LCFF

### Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of the actions/services that we have put into place have been evident in the program director's adopted practices that focus on improving the school climate/culture of their school.

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

The overall effectiveness of the action steps we have in place for creating a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success has been positive as reflected in our low absenteeism, suspension and expulsion rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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

NEW: 2.5 –Develop a plan to address the social, emotional and mental health needs of students and staff that includes preventive, responsive, and aftercare action plans to include collection and review of data for effectiveness of plan/actions and allocation of resources and professional development. (WASC)

NEW: 2.6 – Professional Development/training in Cultural Awareness

NEW: 2.7 – Training in Youth Mental Health First Aid and, training in referral to available community resources through counselors and school psychologists.

NEW: 2.8 - We will identify, monitor and support students who are struggling with regular attendance.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement.

Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

Participation/Input Rates  
Survey Results  
Maintain or increase by 2%  
each year

**18-19**

Maintain or increase by 2%

**Baseline**

Baseline set 2017-2018  
Maintain or increase by 2%

Actual

98.3% feel safe, valued and respected  
96.23% feel connected to school, valued and respected  
99.79% feel engaged with opportunities for input  
83 participants

**Expected**

**Metric/Indicator**

Overall Satisfaction Rate  
Survey Results  
Maintain or increase by 2% each year Safety Plan Review and Training

**18-19**

Maintain or increase by 2%

**Baseline**

Baseline set 2017-2018  
Maintain or increase by 2%  
Annual Review and Training

**Metric/Indicator**

Safety Plan Review and Training

**18-19**

Annual Dates of Safety Plan updates/review and staff training

**Baseline**

Annual review and training dates

**Actual**

98% overall satisfaction rate with CCV-Keppel

2/5/18, 2/27/18 Safety Plan and Training Dates  
99.3% agree that CCV-Keppel provides a safe environment for learning

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).	CCV-Keppel has implemented Teacher and Parent Advisory Councils to seek and accept feedback on the school in all areas. Teacher and parent surveys Website, monthly newsletter, teacher weekly emails	Technology Services, Communication LCFF \$5,250.00	Technology Services, Communication LCFF \$3,048.00

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.2 Notification of Surveys, Parent Meetings, Board of Directors Public meetings will be shared in a timely manner through emails, website and other social media schools' sites. (All Students)</p>	<p>PAC meetings are shared on the website and through direct email to students and parents. Board meetings are announced on the website with Board meeting agendas Meetings, surveys and other community meetings are shared via email, facebook, Instagram. Board meetings and agendas are posted on the website and in the main office.</p>	<p>Included in 2.3 Marketing and Communication LCFF</p>	<p>Included in 3.1 Marketing and Communication LCFF</p>

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)</p>	<p>We ensure that parents, students and teachers feel that we are providing a safe, positive, inclusive and welcoming learning environment. We inform parents of our safety and emergency procedures.</p>	<p>No Cost</p>	<p>No Cost</p>

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students. (All Students) This modified 3.4 was 3.6</p>	<p>The AP department properly vets all newly hired vendors.</p>	<p>No Cost</p>	<p>No Cost</p>

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. Online safety training provided. (All Students)	The school safety plan was last reviewed, updated and discussed with the school faculty in September 2018. The safety plan may be viewed on request.	Professional Development LCFF \$2,100.00	Professional Development LCFF \$2,500.00

### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)	All Spanish Speaking parents are paired with a bilingual teacher; emails and information are translated. Preferred language for communication is now a part of our Intent to Enroll and application process. Translated documents are outsourced and provided to all parents and students in their preferred language.	Salaries and Benefits LCFF \$2,100.00	Salaries and Benefits LCFF \$2,500.00

### Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of operating services by	The Operations of the Charter are maintained and controlled through the management, oversight, and	Admin Salaries and Benefits LCFF \$224,183.41	Admin Salaries and Benefits LCFF \$58,786.00

the cabinet members. (All Students)

provision of basic operating services.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We prioritize providing effective and meaningful transparent communication so that all stakeholders have opportunities for input. The Actions/services we are all focused on creating an environment/culture of connectedness.

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

Our survey results demonstrates a high percentage of overall satisfaction in our program, indicating that the focus of our actions/services are effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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

Based on Stakeholder Input the following modifications will be made:

3.1 We will seek parent input and assess our level of stakeholder engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication with all parents; and, to ensure all parents have opportunities for participation and input. (WASC) (All Students)

3.2 We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Trustee Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of our underrepresented families (All Students)

3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (WASC) (All Students)



# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 4

We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Increase Graduation Rates by 2% each year

**18-19**

Increase graduation rate

**Baseline**

Develop a baseline from 2017-18 data

11.1% graduation rate (no color on dashboard)

**Metric/Indicator**

Increase College/Career Prepared students by 2% each year

**18-19**

Increase College/Career Prepared

0% college/career prepared (no color on dashboard)

Expected

Actual

**Baseline**

Develop a baseline from 2017-18 data

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)	We offer a variety of college and career courses and extracurricular opportunities that provide students with options to explore and contextualize learning. Through career exploration courses, career-relevant field trips, and in-person and virtual college tours, students are encouraged to see the connection between these opportunities and their own unique career and educational life goals.	Included in 1.3 Curriculum, Textbooks, and Supplies LCFF	Included in 1.3 Curriculum, Textbooks, Materials and Supplies LCFF

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Students transitioning from middle to high school will be monitored to keep students “on-track” to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.	Student work samples are collected monthly to ensure they are following the pacing guides and completing enough work to allow for full attendance. Students are given support by means of appropriate interventions if they fall behind. Students can meet with the school counselor to ensure they are staying on track to graduate and to determine if course changes need to be made.	No Cost	Included in 2.1 Certificated Salaries and Benefits LCFF

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness. (WASC) (All Students)</p>	<p>We review and assess the quality of our curriculum to promote college and career readiness with academic interventions.</p>	<p>Included in 1.2 Certificated Salaries and Benefits LCFF</p>	<p>Included in 2.1 Certificated Salaries and Benefits LCFF</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.4 Maintain AVID school-wide or AVID elective classes for middle/high school students (All Students)</p>	<p>AVID is geared toward college and career readiness Implementation of College and Career Readiness course for all HS students.</p>	<p>Included in 1.3 Curriculum, Textbooks, Materials and Supplies LCFF</p>	<p>Included in 1.3 Curriculum, Textbooks, Materials and Supplies LCFF</p>

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)</p>	<p>We ensure that our students have every opportunity for CAASPP preparation with focus on our unduplicated student groups. Resources are placed on the website, middle school teachers run CAASPP “boot camp” and CAASPP practice tests are embedded into the College and</p>	<p>Student Assessment LCFF \$3,150.00</p>	<p>Student Assessment LCFF \$3,200.00</p>

	Career Readiness class which all HS students take.
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**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.6 Review student transcripts for an intersession option for students to make up missed credits. (All Students)	All students have access to Track A for credit recovery and advancement.	Included in 1.2 Salaries and Benefits, Curriculum LCFF	Included in 2.1 Salaries and Benefits, Curriculum LCFF

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.7 Advanced Placement exam costs for low-income and foster youth who are experiencing a financial hardship. (LI, FY)	Costs for AP exams are covered based on request and need.	Testing LCFF \$2,000.00	Testing LCFF \$1,800.00

**Analysis**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actual actions/services demonstrate that the services are in place and an ongoing analysis of our curriculum is necessary to ensure that our students are college/career prepared (4.3).

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

It is important that we focus on improving our graduation and college/career prepared rates. It is important that we continue to monitor student progress and identify struggling students so that we can keep students on-track to graduate from high school and being college/career prepared.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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

4.1 modified to focus on specific actions we will provide for high school/young adult students: Develop a comprehensive College and Career readiness program, increase Career Technical Education opportunities, and connect high school/young adults to community resources and agencies.

Modify 4.2 - Monitor students transitioning in high school and identify students that are struggling; and, keep them on-track to graduate from high school.

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

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

LCAP Annual Review Meetings were held at each of the schools. Parents were invited to participate and give input: 2/21/19, 3/13/19, 3/20/19, 3/25/19  
Cabinet Mtgs. (LCAP): 7/30/18, 8/13/18, 8/21/18, 9/24/18, 11/20/18, 1/14/19, 1/23/19, 2/12/19, 2/18/19, 2/25/19, 4/1/19, 4/8/19, 4/22/19, 5/6/19  
Program Director Mtgs. (LCAP): 10/19/18, 11/8/18, 12/17/18, 1/18/19, 1/24/19, 1/28/19, 2/25/19, 2/28/19, 3/29/19  
Board of Directors: Student Performance Data Review: 11/8/19  
Board of Directors: LCAP Input Survey Results: 4/11/19  
Board of Directors LCAP Draft Review and Input: 6/13/19  
Board of Directors Public Hearing: 6/13/19  
Board of Directors LCAP Final Approval: 6/27/19

## Impact on LCAP and Annual Update

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

This was an excellent opportunity for the Community Collaborative Virtual School – Keppel Partnership Academy schools to review their instructional program and to collaborate and share their results with their students, parents, teachers, and community stakeholders. As a result, modifications to the 2018-19 LCAP action steps were made to address program needs and parent input: 1.5, 1.7, 3.3 and 3.4 overlapped and have been combined: 3.3 and 3.4 have been removed from Goal 3 and integrated with 1.7. 1.5 Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, Literacy at Home, Common Core, and Social-Emotional Learning (SEL). (ALL, EL, SWD, FY, Socioeconomic). As a result, 1.6 will become 1.5 and 1.7 will become 1.6. 1.2 modified to include “to review student learner outcomes”  
2.2 and 4.2 overlapped and have been combined:

2.2 Recruit and retain multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description.  
NEW to address graduation rate: 4.2 Students transitioning from middle to high school will be monitored to keep students “on-track” to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners, other unduplicated student groups, and students with disabilities.

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

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

To improve the academic achievement of "ALL" students we must review assessment data in ELA and Math, identify RTI and implement best practices to promote student progress and increase our CAASPP Baseline Data.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA Increase the number of students that have Met or Exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2017-18 CAASPP data.	Met or Exceeded ELA ALL: 44.11%	2% increase in ALL Student performance in CAASPP ELA	2% increase in ALL Student performance in CAASPP ELA



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Math Increase the number of students that have Met or Exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2017-18 CAASPP data.	Met or Exceeded Math ALL: 23.52%	2% increase in ALL Student performance in CAASPP Math	2% increase in ALL Student performance in CAASPP Math
Maintain or Increase LCFF Evaluation Rubric levels	A baseline will be developed from 2017-18 LCFF Dashboard results.	2017-18 LCFF Dashboard Results ELA: No Color: ALL Students, 24.9 points below standard  MATH: No Color: ALL Students, 40.4 points below standard	+10 point increase in ALL Student performance in ELA and Math	+10 point increase in ALL Student performance in ELA and Math

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, RTI process, tutor support from approved vendors, time management training with student/parent. (All Students)

**2018-19 Actions/Services**

1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, RTI process, tutor support from approved vendors, time management training with student/parent. Collaboration across departments to streamline intervention process and to measure the effectiveness of the intervention will be done.(All Students) (WASC)

**2019-20 Actions/Services**

1.1 We will increase the academic achievement of ALL students by engaging in in-depth analysis of student assessment to provide effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems. (All Students) (WASC)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000.00	\$5,250.00	Included in 1.3
Source	LCFF	LCFF	LCFF
Budget Reference	Student Assessment	Student Assessment	Curriculum, Textbooks, Materials and Supplies

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)

**2018-19 Actions/Services**

1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD) (WASC)

**2019-20 Actions/Services**

1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD) (WASC) (PIR)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000.00	\$1,216,809.58	\$1,005,052.00
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	Certificated Salaries and Benefits

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students)

- Online courses, credit recovery, core programs

#### 2018-19 Actions/Services

1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students)

- Online courses, credit recovery, core programs

#### 2019-20 Actions/Services

1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students)

- Online courses, credit recovery, core programs

- Supplemental curriculum and materials supporting common core standards
- Extended School year
- Digital curriculum aligned to common core

Service vendors offering educational opportunities across geographical area

- Supplemental curriculum and materials supporting common core standards
- Extended School year
- Digital curriculum aligned to common core

Service vendors offering educational opportunities across geographical area

- Supplemental curriculum and materials supporting common core standards
- Extended School year
- Digital curriculum aligned to common core

Service vendors offering educational opportunities across geographical area

(All Students) (WASC)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,500.00	\$722,187.80	\$607,731.00
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Curriculum, Textbooks, Materials and Supplies

### Action 4

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Modified Action

2017-18 Actions/Services

1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students)

2018-19 Actions/Services

1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students)

2019-20 Actions/Services

1.4 Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents; for example: creation and use of rubrics, student achievement data to inform instruction, identifying the effective targeted interventions for students struggling to meet grade level proficiency.

Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000.00	\$2,533.33	Included in 1.5
Source	LCFF	LCFF	LCFF
Budget Reference	Professional Development	Professional Development	Professional Development Travel and Conferences

**Action 5**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

1.5 Teacher and parent training, for teaching students with disabilities, on successful strategies and intervention practices.  
FOLLOW-UP: Training effectiveness survey included, results reviewed/follow through. (WASC) (SWD)

**2018-19 Actions/Services**

1.5 Provide teacher professional development and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core, and Social-Emotional Learning (SEL). (ALL, EL, SWD, FY, LI).

**2019-20 Actions/Services**

1.5 Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: EL progress and reclassification to show our focus on the English learner's progress in all courses, teaching students with disabilities, and literacy at home. (ALL, EL, SWD, FY, LI) (WASC) (PIR)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$100,000.00	Included in 1.4	\$200.00
Source	LCFF	LCFF	LCFF
Budget Reference	Professional Development	Professional Development	Professional Development Travel and Conferences

**Action 6**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.  
(WASC) (All Students)

**2018-19 Actions/Services**

1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.  
(WASC) (All Students)

**2019-20 Actions/Services**

1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.  
(WASC) (All Students)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$550,000.00		Included in 1.2
Source	LCFF		LCFF
Budget Reference	Curriculum	No Cost	Certificated Salaries and Benefits



## Action 7

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

1.7 The charter program will develop formalized processes for curricular review and evaluation, including graduation requirements, credits, grading policies, and homework policy.  
(WASC) (ALL)

### 2018-19 Actions/Services

1.7 The charter program will develop formalized processes for curricular review and evaluation, including graduation requirements, credits, grading policies, and homework policy.  
(WASC) (ALL)

### 2019-20 Actions/Services

1.7 The charter program will develop formalized processes for curricular review and evaluation, including graduation requirements, credits, grading policies, and homework policy.  
(WASC) (ALL)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 1.2
Source			LCFF
Budget Reference	No Cost	No Cost	Certificated Salaries and Benefits

**Action 8**

Students with Disabilities	All Schools
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**OR**

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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**Actions/Services**

		New Action
		1.8 Review of the Performance Indicator Review plan will be monitored for progress of the planned strategies/activities to improve the 86.64% participation rate of SWDs in ELA and Mathematics CAASPP tests. (SWD) (PIR)

**Budgeted Expenditures**

Amount			Included in 1.2
Source			LCFF
Budget Reference			Certificated Salaries and Benefits

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success.

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

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease Chronic Absenteeism by 2% each year	A baseline will be developed from 2017-18 data. Decreasing chronic absenteeism by 2% annually	0.2% absenteeism rate (LCFF Dashboard)	Maintain or decrease low absenteeism rate.	Maintain or decrease low absenteeism rate.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Strive for 0% Expulsion Rate each year	0%	0%	Maintain 0%	Maintain 0%
Strive for 0% Suspension Rate each year	0%	0%	Maintain 0%	Maintain 0%

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
Students with Disabilities

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

2.1 Focus on school climate and student engagement and maintain a high rate of ADA, availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)

2.1 Focus on school climate and student engagement and maintain a high rate of ADA, availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)

2.1 Focus on school climate and student engagement and maintain a high rate of ADA, availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$25,000.00	Included in 1.2	Included in 1.2
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	Certificated Salaries and Benefits

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

2.2 Maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching.

FOLLOW-UP: Training effectiveness survey included, results reviewed/follow through. (WASC) (All Students)  
2.2 and 4.2 combined

2.2 Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description.

2.2 Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$518,684.63	Included in 1.2	Included in 1.2
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries and Benefits \$518,684.63 (\$557,011.01) based on enrollment	Certificated Salaries and Benefits	Certificated Salaries and Benefits

**Action 3**

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

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

All  
Students with Disabilities

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2.3 Frequent contact with parents in order to update them on student progress and notify them of events. (All Students)

2018-19 Actions/Services

2.3 Frequent contact with parents in order to update them on student progress and notify them of events. (All Students)

2019-20 Actions/Services

2.3 Frequent contact with parents in order to update them on student progress and notify them of events. (All Students)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$15,000.00	\$2,674.16	\$2,807.87
Source	LCFF	LCFF	LCFF
Budget Reference	Marketing and Communication	Marketing and Communication	Marketing and Communication

**Action 4**

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

New Action

2.4 Develop a plan to address the social, emotional and mental health needs of students and staff that includes preventive, responsive, and aftercare action plans to include collection and review of data for effectiveness of plan/actions an allocation

[ ] [ ] of resources and professional development. (WASC) (All Students)

**Budgeted Expenditures**

Amount	[ ]	[ ]	Included in 1.2
Source	[ ]	[ ]	LCFF
Budget Reference	[ ]	[ ]	Certificated Salaries and Benefits

**Action 5**

All [ ] All Schools [ ]

OR

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

**Actions/Services**

[ ] [ ] New Action

[ ] [ ] 2.5 Professional Development/training in Cultural Awareness. (All Students)

**Budgeted Expenditures**

Amount	[ ]	[ ]	Included in 1.5
Source	[ ]	[ ]	LCFF
Budget Reference	[ ]	[ ]	Professional Development

**Action 6**

All [ ] All Schools [ ]

OR

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]



**Actions/Services**

		New Action
		2.6 Training in Youth Mental Health First Aid and, training in referral to available community resources through counselors and school psychologists (WASC) (All Students)

**Budgeted Expenditures**

Amount			Included in 1.5
Source			LCFF
Budget Reference			Professional Development

**Action 7**

All	All Schools
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**OR**

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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**Actions/Services**

		New Action
		2.7 We will identify, monitor and support students who are struggling with regular attendance (WASC) (All Students) (PIR)

**Budgeted Expenditures**

Amount			Included in 1.2
Source			LCFF
Budget Reference			Certificated Salaries and Benefits



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement.

Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

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

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Maintaining engagement/involvement and our stakeholder satisfaction rate or increasing by 2%. We recognize that increasing engagement/involvement will improve our students' academic experience and performance; and, improve stakeholder satisfaction with our charter.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Participation/Input Rates Survey Results Maintain or increase by 2% each year	Baseline set 2017-2018 Maintain or increase by 2%	98.3% feel safe, valued and respected  83 LCAP Input survey participants	99.3% feel safe, valued and respected  352 LCAP Input survey participants	Maintain or increase by 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year Safety Plan Review and Training	Baseline set 2017-2018 Maintain or increase by 2% Annual Review and Training dates	92% overall satisfaction rate  Annual Safety Review and Training: 2/5/18, 2/27/18	98% overall satisfaction rate  Annual Safety Review and Training:  September 2018	Maintain or increase by 2%  Annual Safety Review and Training will be held

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).

3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).

3.1 We will seek parent input and assess our level of stakeholder engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication with all parents; and, to ensure all parents have opportunities for participation and input. (WASC) (All Students)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000.00	Included in 2.3	Included in 2.3
Source	LCFF	LCFF	LCFF
Budget Reference	Marketing and Communication	Marketing and Communication	Marketing and Communication

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

3.2 Notification of Surveys, Parent Meetings, Board of Trustee Public meetings will be shared in a timely manner through emails, website and other social media schools sites. (All Students)

2018-19 Actions/Services

3.2 Notification of Surveys, Parent Meetings, Board of Trustee Public meetings will be shared in a timely manner through emails, website and other social media schools' sites. (All Students)

2019-20 Actions/Services

3.2 We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of our underrepresented families (All Students)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000.00	Included in 2.3	Included in 2.3
Source	LCFF	LCFF	LCFF
Budget Reference	Technology Services, Communication	Marketing and Communication	Marketing and Communication

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

3.3 Provide parent training, learning opportunities and workshops on common core, NGSS, literacy at home, progress monitoring. \*Training effectiveness survey included and results reviewed/discussed/follow through. (WASC) (All Students)

(3.3 combined with 1.5)

2018-19 Actions/Services

3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)

2019-20 Actions/Services

3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (WASC) (All Students)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000.00		
Source	LCFF		
Budget Reference	Miscellaneous Operating Expenses	No Cost	No Cost

**Action 4**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

3.4 Provide EL parent training on EL Master Plan and notification of ELD placement, ELD progress and reclassification.  
\*Training effectiveness survey with results reviewed/follow through.(WASC) (EL) (3.4 combined with 1.5)

**2018-19 Actions/Services**

3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students.  
(All Students)  
This modified 3.4 was 3.6

**2019-20 Actions/Services**

3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students.  
(All Students)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,000.00		
Source	LCFF		
Budget Reference	Miscellaneous Operating Expenses	No Cost	No Cost

**Action 5**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]



OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans.  
(All Students)  
was 3.7

**2018-19 Actions/Services**

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. Online safety training provided.  
(All Students)

**2019-20 Actions/Services**

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. Online safety training provided.  
(All Students)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,000.00	\$2,100.00	Included in 1.4
Source	LCFF	LCFF	LCFF
Budget Reference	Professional Development	Professional Development	Professional Development

**Action 6**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

All Schools

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL) was 3.8

**2018-19 Actions/Services**

3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)

**2019-20 Actions/Services**

3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. Documents, records or statements sent, upon request, by clerical office staff (EL)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,000.00	\$2,100.00	\$42,942.00
Source	LCFF	LCFF	LCFF
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits Clerical and Office Salaries

**Action 7**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of basic operating services to all by the cabinet: Director of Education, Director of Student Services and the Executive Directors. (All Students) was 3.9

**2018-19 Actions/Services**

3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of operating services by the cabinet members. (All Students)

**2019-20 Actions/Services**

3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of operating services by the cabinet members. (All Students)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$134,537.61	\$224,183.41	Included in 1.2
Source	LCFF	LCFF	LCFF
Budget Reference	Admin Salaries and Benefits	Admin Salaries and Benefits	Certificated Salaries and Benefits

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 4

We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education.

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

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

We recognize the National Education Association research that indicates the importance of ensuring every student reaches their potential by monitoring student progress, providing rigorous and challenging instruction, providing early interventions, engaging students and family in the student's education to maintain high school graduation as a priority, and by providing professional development opportunities for teachers.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase Graduation Rates by 2% each year	Develop a baseline from 2017-18 data	11.1% graduation rate (LCFF Dashboard)	Increase graduation rate	Increase graduation rate
Increase College/Career Prepared students by 2% each year	Develop a baseline from 2017-18 data	0% College/Career Prepared (LCFF Dashboard)	Increase College/Career Prepared	Increase College/Career Prepared

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
Students with Disabilities

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

4.1 Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities to prepare

#### 2018-19 Actions/Services

4.1 Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities to prepare

#### 2019-20 Actions/Services

4.1 Develop a comprehensive College and Career readiness program, increase Career Technical Education opportunities, and connect high school/young adults to community resources and agencies. (WASC) (All Students)

students for the 21st century workforce and global competencies. (WASC) (All Students)

students for the 21st century workforce and global competencies. (WASC) (All Students)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$75,000.00	Included in 1.3	Included in 1.3
Source	LCFF	LCFF	LCFF
Budget Reference	Curriculum, Textbooks, and Supplies	Curriculum, Textbooks, and Supplies	Curriculum, Textbooks, and Supplies

**Action 2**

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

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)

All  
 Students with Disabilities

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

4.2 Improve instructional practice through recruiting and retaining multiple subject

2018-19 Actions/Services

4.2 Students transitioning from middle to high school will be monitored to keep

2019-20 Actions/Services

4.2 Monitor students transitioning in high school and identify students that are

and single subject, highly qualified teachers and highly qualified classified staff. (All Students)  
  
(Combined with 2.2)

students “on-track” to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.

struggling; and, keep them on-track to graduate from high school. (WASC) (All Students)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$8,000.00		Included in 1.2
Source	LCFF		LCFF
Budget Reference	Business Services	No Cost	Certificated Salaries and Benefits

**Action 3**

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

<p><b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All Students with Disabilities</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
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**OR**

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

<p><b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>[Add Students to be Served selection here]</p>	<p><b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>[Add Scope of Services selection here]</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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**Actions/Services**

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Unchanged Action</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Unchanged Action</p>
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2017-18 Actions/Services

4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. (WASC) (All Students)

2018-19 Actions/Services

4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness. (WASC) (All Students)

2019-20 Actions/Services

4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness. (WASC) (All Students)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$31,956.00	Included in 1.2	Included in 1.3
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	Curriculum, Textbooks, Materials and Supplies

**Action 4**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
Students with Disabilities

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

4.4 Maintain AVID school-wide or AVID elective classes for middle/high school students  
(All Students)

2018-19 Actions/Services

4.4 Maintain AVID school-wide or AVID elective classes for middle/high school students  
(All Students)

2019-20 Actions/Services

4.4 Maintain AVID school-wide or AVID elective classes for middle/high school students  
(All Students) (WASC)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000.00	Included in 1.3	Included in 1.3
Source	LCFF	LCFF	LCFF
Budget Reference	Curriculum, Textbooks, Materials and Supplies	Curriculum, Textbooks, Materials and Supplies	Curriculum, Textbooks, Materials and Supplies

**Action 5**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
 Foster Youth  
 Low Income  
 [Add Students to be Served selection here]

LEA-wide  
 [Add Scope of Services selection here]

All Schools  
 [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)

2018-19 Actions/Services

4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)

2019-20 Actions/Services

4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD) (PIR)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,000.00	\$3,150.00	Included in 1.2
Source	LCFF	LCFF	LCFF
Budget Reference	Student Assessment	Student Assessment	Certificated Salaries and Benefits

**Action 6**

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

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)  
 All

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

4.6 Review student transcripts for an intersession option for students to make up missed credits. (All Students)

2018-19 Actions/Services

4.6 Review student transcripts for an intersession option for students to make up missed credits. (All Students)

2019-20 Actions/Services

4.6 Review student transcripts for an intersession option for students to make up missed credits. (All Students)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$20,000.00	Included in 1.2	Included in 1.2
Source	LCFF	LCFF	LCFF
Budget Reference	Salaries and Benefits, Curriculum	Salaries and Benefits, Curriculum	Certificated Salaries and Benefits

**Action 7**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

4.7 Advanced Placement exam costs for low-income and foster youth who are experiencing a financial hardship. (LI, FY)

**2018-19 Actions/Services**

4.7 Advanced Placement exam costs for low-income and foster youth who are experiencing a financial hardship. (LI, FY)

**2019-20 Actions/Services**

4.7 Advanced Placement exam costs for low-income and foster youth students who are experiencing a financial hardship will be provided support. (LI, FY)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,000.00	\$2,000.00	Included in 1.3
Source	LCFF	LCFF	LCFF
Budget Reference	Curriculum	Curriculum	Curriculum, Textbooks, Materials and Supplies

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$112,311.00

Percentage to Increase or Improve Services

5%

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

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

CCV-Keppel Partnership Academy has budgeted a commensurate increase in funding to reach our subgroups:

CCV-Keppel Partnership Academy will be investing in a variety of instructional programs to support sub groups such as technological devices, enriched curriculum, and intervention programs. CCV-Keppel Partnership Academy will also invest in resources to ensure equitable access for all students to technology, curriculum, instructional support and intervention programs.

- Adaptive online content from Edmentum, Edgenuity, Avanta
- Fuel Ed College and Career Readiness platform from Naviance
- Brainhoney dashboard
- Technology equipment from Apple and Dell Diagnostic and benchmark assessment tool from Scantron Technology equipment from
- Apple and Dell Expanded course catalog that adapts to targeted subgroups
- Enhanced project based learning, options for EL students
- Comprehensive curriculum for English learners
- Improved data analytics reporting
- English language Diagnostic and benchmark assessment tool that drives the Response to Intervention program
- Transportation costs for college tours.

**LCAP Year: 2018-19**

Estimated Supplemental and Concentration Grant Funds

\$64,831.00

Percentage to Increase or Improve Services

3.16%

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

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

The percentage increase in funding is based on enrollment figures in ELL, foster youth, and low-income subgroups remaining static from pre-LCFF funding to the new model. Based on these assumptions, CCVS- Keppel Academy has budgeted a commensurate increase in funding to reach these subgroups, specifically the school will provide: adaptive online content from a variety of curriculum options, the Fuel Ed College & Career Readiness platform from Naviance, Brainhoney, technology equipment, local assessments, enhanced project based learning, options for ELL students, comprehensive curriculum for EL learners, improved data analytics reporting across subgroups using a third party dashboard, an extended world language platform for English language, assessment tool that drives and provides customized instructional resources for the Response to Intervention (RTI) program.

**LCAP Year: 2017-18**

Estimated Supplemental and Concentration Grant Funds

\$36,605.00

Percentage to Increase or Improve Services

1.7%

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

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

The percentage increase in funding is based on enrollment figures in ELL, foster youth, and low-income subgroups remaining static from pre-LCFF funding to the new model. Based on these assumptions, CCV- Keppel Academy has budgeted a commensurate increase in funding to reach these subgroups, specifically the school will provide: adaptive online content from a variety of curriculum options, the Fuel Ed College & Career Readiness platform from Naviance, Brainhoney, technology equipment, local assessments, enhanced project based learning, options for ELL students, comprehensive curriculum for EL learners, improved data analytics reporting across subgroups using a third party dashboard, an extended world language platform for English language, assessment tool that drives and provides customized instructional resources for the Response to Intervention (RTI) program.



# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

## For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.



For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
  - (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.
    - (C) Divide (1) by (2).
- (d) “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).
- (e) “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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 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 EC 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 school sites 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?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?

*Prepared by the California Department of Education, January 2019*

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,982,440.70	1,291,208.00	1,549,678.24	2,182,988.28	1,658,732.87	5,391,399.39
LCFF	1,982,440.70	1,291,208.00	1,549,678.24	2,182,988.28	1,658,732.87	5,391,399.39

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	1,982,440.70	1,291,208.00	1,549,678.24	2,182,988.28	1,658,732.87	5,391,399.39
Admin Salaries and Benefits	224,183.41	58,786.00	134,537.61	224,183.41	0.00	358,721.02
Admin Salaries and Benefits, Business Services	0.00	0.00	0.00	0.00	0.00	0.00
Books and Supplies	0.00	0.00	19,500.00	722,187.80	0.00	741,687.80
Business Services	0.00	0.00	8,000.00	0.00	0.00	8,000.00
Certificated Salaries and Benefits	1,005,052.00	631,290.00	580,640.63	1,216,809.58	1,005,052.00	2,802,502.21
Classified Salaries	5,960.00	5,960.00	0.00	0.00	0.00	0.00
Curriculum	0.00	0.00	552,000.00	2,000.00	0.00	554,000.00
Curriculum, Textbooks, and Supplies	0.00	0.00	75,000.00	0.00	0.00	75,000.00
Curriculum, Textbooks, Materials and Supplies	722,187.80	569,141.00	10,000.00	0.00	607,731.00	617,731.00
Marketing and Communication	2,674.16	0.00	20,000.00	2,674.16	2,807.87	25,482.03
Miscellaneous Operating Expenses	0.00	0.00	3,000.00	0.00	0.00	3,000.00
Professional Development	4,633.33	15,483.00	107,000.00	4,633.33	200.00	111,833.33
Salaries and Benefits	2,100.00	2,500.00	2,000.00	2,100.00	42,942.00	47,042.00
Salaries and Benefits, Curriculum	0.00	0.00	20,000.00	0.00	0.00	20,000.00
Student Assessment	8,400.00	3,200.00	8,000.00	8,400.00	0.00	16,400.00
Technology Services, Communication	5,250.00	3,048.00	10,000.00	0.00	0.00	10,000.00
Testing	2,000.00	1,800.00	0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	1,982,440.70	1,291,208.00	1,549,678.24	2,182,988.28	1,658,732.87	5,391,399.39
Admin Salaries and Benefits	LCFF	224,183.41	58,786.00	134,537.61	224,183.41	0.00	358,721.02
Admin Salaries and Benefits, Business Services	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
Books and Supplies	LCFF	0.00	0.00	19,500.00	722,187.80	0.00	741,687.80
Business Services	LCFF	0.00	0.00	8,000.00	0.00	0.00	8,000.00
Certificated Salaries and Benefits	LCFF	1,005,052.00	631,290.00	580,640.63	1,216,809.58	1,005,052.00	2,802,502.21
Classified Salaries	LCFF	5,960.00	5,960.00	0.00	0.00	0.00	0.00
Curriculum	LCFF	0.00	0.00	552,000.00	2,000.00	0.00	554,000.00
Curriculum, Textbooks, and Supplies	LCFF	0.00	0.00	75,000.00	0.00	0.00	75,000.00
Curriculum, Textbooks, Materials and Supplies	LCFF	722,187.80	569,141.00	10,000.00	0.00	607,731.00	617,731.00
Marketing and Communication	LCFF	2,674.16	0.00	20,000.00	2,674.16	2,807.87	25,482.03
Miscellaneous Operating Expenses	LCFF	0.00	0.00	3,000.00	0.00	0.00	3,000.00
Professional Development	LCFF	4,633.33	15,483.00	107,000.00	4,633.33	200.00	111,833.33
Salaries and Benefits	LCFF	2,100.00	2,500.00	2,000.00	2,100.00	42,942.00	47,042.00
Salaries and Benefits, Curriculum	LCFF	0.00	0.00	20,000.00	0.00	0.00	20,000.00
Student Assessment	LCFF	8,400.00	3,200.00	8,000.00	8,400.00	0.00	16,400.00
Technology Services, Communication	LCFF	5,250.00	3,048.00	10,000.00	0.00	0.00	10,000.00
Testing	LCFF	2,000.00	1,800.00	0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

**Total Expenditures by Goal**

<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	735,931.13	588,084.00	684,500.00	1,946,780.71	1,612,983.00	4,244,263.71
<b>Goal 2</b>	1,007,726.16	631,290.00	558,684.63	2,674.16	2,807.87	564,166.66
<b>Goal 3</b>	233,633.41	66,834.00	156,537.61	228,383.41	42,942.00	427,863.02
<b>Goal 4</b>	5,150.00	5,000.00	149,956.00	5,150.00	0.00	155,106.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Expenditures Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources	6,633.33	17,283.00		4,100.00	1,048,194.00
LCFF	6,633.33	17,283.00		4,100.00	1,048,194.00

<b>Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources	1,975,807.37	1,273,925.00		2,178,888.28	1,658,732.87
LCFF	1,975,807.37	1,273,925.00		2,178,888.28	1,658,732.87

# Performance Indicator Review (PIR)

## Local Educational Agency (LEA) Identification 2018–19

*This Form is to be completed by ALL LEAs that are required to complete a PIR Plan. Save and submit with other PIR documents.*

### LEA name:

Community Collaborative Virtual School –  
Keppel Partnership

### CDS code:

19-64642-0136127

### SELPA name:

Sonoma County Charter SELPA

### Program Administrator:

Kurt Madden

### Phone number:

760.494.9646

### Email:

kmadden@cccs.education

### Possible Performance Indicators LEA PIR Plan Needs to Address:

*Click on the Indicator subtitle to go to the PIR form for that Indicator.*

#### INDICATOR 1

Graduation 4 Year Rate (2018 Fall Dashboard)

#### INDICATOR 2

Dropout 4 Year Rate (Annual Performance Report 2017–18)

#### INDICATOR 3

Statewide Assessments: Achievement–Mathematics (2018 Fall Dashboard)

Statewide Assessments: Achievement–English Language Arts (2018 Fall Dashboard)

Statewide Assessments: Participation–Mathematics (Annual Performance Report 2017–18)

Statewide Assessments: Participation–English Language Arts (Annual Performance Report 2017–18)

#### INDICATOR 4A

Suspension and Expulsion

#### INDICATOR 5

Least Restrictive Environment (Annual Performance Report 2017–18)

#### INDICATOR 6:

Preschool Least Restrictive Environment (Annual Performance Report 2017–18)

#### INDICATOR 8

Parent Involvement (Annual Performance Report 2017–18)

#### INDICATOR 14

Post-School Outcomes (Annual Performance Report 2017–18)

#### CHILD FIND

LEA PIR Letter

Welcome to the Performance Indicator Review:

The PIR Plan will consist of this document (the LEA Identification document) and documents for each indicator and Child Find element in which the LEA has not met the performance level or target, as indicated in the 2017–18 California School Dashboard (Dashboard), the 2017–18 Local Level Annual Performance Report (APR), and the LEA Performance Indicator Review (PIR) letter. Each indicator has its own document. Guidance for PIR is available in a separate document. Also, there is a list of Consultants by region, if there are questions regarding the PIR.

## Performance Indicators

Use the LEA PIR Letter to find out which indicators LEA needs to address for PIR, based on the status on the California School Dashboard for Indicators 1, 3 (achievement), and 4 or Annual Performance Report (APR) for Indicators 2, 3 (participation), 5, 6, 8, 14, or the LEA PIR Letter for Child Find. Put an 'X' in the box below for each indicator that the LEA must address in the PIR Plan.

1	2	3	4A	5	6	8	14	Child Find
		X						

## PIR Team Members

For each member of the PIR Team, list his/her name, LEA title, and the PIR Team Role s/he fulfills (General Education Administrator, Special Education Administrator, SELPA Representative, General Education Teachers, Special Education Teachers, or Other).

Name	Title	PIR Team Role (SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers or Other)
John Fischer	Program Specialist – Sonoma County Charter SELPA	<ol style="list-style-type: none"> <li>1. Play an active role in helping Charter/LEA LEAs to understand the calculation of SPPIs and the implication of a failure to meet the targets established for LEAs in California;</li> <li>2. Assist the Charter/LEA/LEA in identifying and correcting noncompliant policies, procedures, and practices;</li> <li>3. Assist the Charter/LEA/LEA in identifying new strategies and activities that would contribute to the Charter/LEA/LEA improvement;</li> <li>4. Recommend/Locate Resources;</li> <li>5. Collect and review the Charter/LEA/LEA PIR Plan Documents for required components and,</li> <li>6. Submit the final approved version of the Charter/LEA/LEA’s PIR Plan Document to the California Department of Education</li> </ol>

<b>Name</b>	<b>Title</b>	<b>PIR Team Role</b> (SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers or Other)
Heidi Gasca	Director, Community Collaborative Virtual School – Keppel Partnership	Play an active role in organizing the team to collect and analyze data and collaborate on program curriculum and assessment recommendations; Responsible for oversight of the PIR process; Allocate resources necessary to carry out the PIR Action Plan; Manages professional and staff development related to the PIR process and Action Plan; Oversees outcomes assessments for each element of the PIR Action Plan.
Dr. Tess Reid	Director, Special Education	<ol style="list-style-type: none"> <li>1. Assist the Charter/LEA with the initial planning process for PIR</li> <li>2. Provide technical assistance and support related to the PIR Process and/or PIR Plan Documents;</li> <li>3. Provide support to the Charter/LEA’s PIR Team upon request;</li> <li>4. Review and provide feedback on the Charter/LEA’s PIR Action Plan throughout all phases of development;</li> <li>5. Submit the Charter/SELPA’s final version of the PIR Action Plan Document to SELPA on behalf of the Charter;</li> <li>6. Oversee compliance of the PIR Action Plan developed by the Charter/LEA on a quarterly basis through completion;</li> <li>7. Serve as the liaison between the Charter/LEA and the SELPA throughout the Charter/LEA’s PIR Action Plan development process;</li> </ol>
TBD	Community Collaborative	Provide ongoing support with testing changes for special education, work with opt out parents to find



<b>Name</b>	<b>Title</b>	<b>PIR Team Role</b> (SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers or Other)
	Virtual School – Keppel Partnership Program Specialist	value in the testing process for students and encourage testing participation, ensure all of the testing accommodations are appropriately entered into the TOMS system, collaboratively train teachers with general and special education teams, monitor PIR processes with Program Directors and report progress back to the Director of Special Education, promote the CAASPP Assessment System as part of the IEP process when assigned as LEA designee, and attend PIR meetings as necessary.
<b>Keri Schneeweiss</b>  <b>April Sadde</b>  <b>Jenifer Sanchez</b>  <b>Jennifer Craig</b>  <b>Lorrie Wood</b>	Assistant Director, Student Services Intervention Coordinator, High School Coordinator, Assessment Lead Teacher of Record/English Highly Qualified Teacher	Participates in analyzing data and making recommendations for program improvement and CAASSP participation for students with disabilities.  2) Proposes and pilots curriculum and assessment to improve academic achievement, test scores and CAASPP testing participation.
<b>Kristy Spurgin</b> <b>Kristen Le May</b>	Education Specialists	Participates in analyzing data and making recommendations on behalf of SPED for program improvement and CAASSP participation.

*If the LEA has additional team members, add rows, as needed.*

## **Completed and Pending PIR Team Meeting Dates**

*List all of the dates the PIR Team has met or plans to meet and the purpose of each meeting.*

<b>Dates</b>	<b>Meeting Purpose</b> (Analysis, Planning, Implementation, and Monitoring. All are required.)	<b>Dates</b>	<b>Meeting Purpose</b> (Analysis, Planning, Implementation, or Monitoring)
01/23/2019 Keri Schneeweiss April Saade, Jen Sanchez, Melissa O'Dell, Christa Nick, Lorrie Wood, Heidi Gasca, Jenny Craig, Dr. Tess Reid	Data Analysis and Planning with a focus on plan for two or three key future moves that serve to enhance and improve achievement at Excel for all students, with a specific lens on students with IEPs.	11/02/2019 Kristy Spurgin, Keri Schneeweiss April Saade, Jen Sanchez, Melissa O'Dell, Christa Nick, Lorrie Wood, Heidi Gasca, Jenny Craig, Program Specialist – TBD	Excel Academy Leadership Team Meeting – Topics TBD
03/21/2019 Keri Schneeweiss April Saade, Jen Sanchez, Melissa O'Dell, Christa Nick, Lorrie Wood, Heidi Gasca, Jenny Craig,	Data Analysis and Planning with a focus determining the 3 key strategic initiatives Excel will undertake over the next 18 months to improve the academic and social outcomes for students with disabilities (IEPs and 504 Plans). How to improve and customize curriculum based on test results. Dr. Reid will share the Special Education Strategic Plan with the Charters	12/10/2019 Kristy Spurgin, Keri Schneeweiss April Saade, Jen Sanchez, Melissa O'Dell, Christa Nick, Lorrie Wood, Heidi Gasca, Jenny Craig, Program Specialist – TBD	Excel Academy Leadership Team Meeting – Topics TBD
03/26/2019 Keri Schneeweiss April Saade, Jen Sanchez, Melissa O'Dell, Christa Nick, Lorrie Wood, Heidi Gasca, Jenny Craig,	Data Analysis, Planning, and Implementation of initial strategy of contacting SBAC opt out parents asking them to reconsider. Review and Revise Progress Improvement Notification, attendance and involuntary withdrawal policies for all students.	01/14/2020 Kristy Spurgin, Keri Schneeweiss April Saade, Jen Sanchez, Melissa O'Dell, Christa Nick, Lorrie Wood, Heidi Gasca, Jenny Craig, Program Specialist – TBD	Excel Academy Leadership Team Meeting – Topics TBD

<b>Dates</b>	<b>Meeting Purpose</b> (Analysis, Planning, Implementation, and Monitoring. All are required.)	<b>Dates</b>	<b>Meeting Purpose</b> (Analysis, Planning, Implementation, or Monitoring)
04/02/2019  Keri Schneeweiss April Saade, Jen Sanchez, Melissa O'Dell, Christa Nick, Lorrie Wood, Heidi Gasca, Jenny Craig,	Data Analysis, and planning for the improvement of SBAC Testing Participation for students with disabilities, starting with opt out parents.	02/11/2020  Kristy Spurgin, Keri Schneeweiss April Saade, Jen Sanchez, Melissa O'Dell, Christa Nick, Lorrie Wood, Heidi Gasca, Jenny Craig, Program Specialist – TBD	Excel Academy Leadership Team Meeting – Topics TBD
04/11/2019  Kristy Spurgin, Keri Schneeweiss April Saade, Jen Sanchez, Melissa O'Dell, Christa Nick, Lorrie Wood, Heidi Gasca, Jenny Craig,	Data Analysis, Planning and Implementation of planned SBAC Testing Participation improvement strategies for students with disabilities; Finalize Acknowledgment of Responsibilities (AOR), Add information on FAPE and PWN. Finalize language in Progress Improvement	03/10/2020  Kristy Spurgin, Keri Schneeweiss April Saade, Jen Sanchez, Melissa O'Dell, Christa Nick, Lorrie Wood, Heidi Gasca, Jenny Craig, Program Specialist – TBD	Excel Academy Leadership Team Meeting – Topics TBD
05/07/2019  Kristy Spurgin, Keri Schneeweiss April Saade, Jen Sanchez, Melissa O'Dell, Christa Nick, Lorrie Wood, Heidi Gasca, Jenny Craig,	Data Analysis, Planning and Implementation of planned SBAC Testing Participation improvement strategies for students with disabilities; Monitoring of student participation in SBAC testing.	04/14/2020  Kristy Spurgin, Keri Schneeweiss April Saade, Jen Sanchez, Melissa O'Dell, Christa Nick, Lorrie Wood, Heidi Gasca, Jenny Craig, Program Specialist – TBD	Excel Academy Leadership Team Meeting – Topics TBD  Monitoring: Review CAASPP participation rates
06/17/2019  Kristy Spurgin, Keri Schneeweiss April Saade, Jen Sanchez, Melissa O'Dell, Christa Nick, Lorrie Wood, Heidi Gasca, Jenny Craig, Program Specialist – TBD	Planning for supports, interventions and activities to improve CAASPP participation by students with disabilities during the 2019-2020 school year.  Reviewing student achievement and other data and identify root	05/12/2020  Kristy Spurgin, Keri Schneeweiss April Saade, Jen Sanchez, Melissa O'Dell, Christa Nick, Lorrie Wood, Heidi Gasca, Jenny Craig, Program Specialist – TBD	Excel Academy Leadership Team Meeting – Topics TBD  Monitoring: Review CAASPP participation rates

<b>Dates</b>	<b>Meeting Purpose</b> (Analysis, Planning, Implementation, and Monitoring. All are required.)	<b>Dates</b>	<b>Meeting Purpose</b> (Analysis, Planning, Implementation, or Monitoring)
	<p>causes of lower CAASPP participation by students with disabilities</p> <p>Review SBAC participation rate and achievement in iReady benchmark assessments for general vs. special education students to identify trends, if any as well as brainstorm additional student supports.</p>		
<p>08/06/2019</p> <p>Kristy Spurgin, Keri Schneeweiss April Saade, Jen Sanchez, Melissa O’Dell, Christa Nick, Lorrie Wood, Heidi Gasca, Jenny Craig, Program Specialist – TBD</p>	<p>Staff Professional Development; topics will focus on analyzing assessment data (benchmark assessments), SBAC achievement and participation data available for all students with a concentration on students with disabilities (whole group and break out sessions).</p>	<p>06/09/2020</p> <p>Kristy Spurgin, Keri Schneeweiss April Saade, Jen Sanchez, Melissa O’Dell, Christa Nick, Lorrie Wood, Heidi Gasca, Jenny Craig, Program Specialist – TBD</p>	<p>Excel Academy Leadership Team Meeting – Topics TBD</p>
<p>09/10/2019</p> <p>Kristy Spurgin, Keri Schneeweiss April Saade, Jen Sanchez, Melissa O’Dell, Christa Nick, Lorrie Wood, Heidi Gasca, Jenny Craig, Program Specialist – TBD</p>	<p>Data Analysis and Planning</p>	<p>Summer 2020</p>	<p>Monitoring</p> <p>Review CAASPP test scores from Spring 2020 for the Charter</p>
<p>10/08/2019</p> <p>Kristy Spurgin, Keri Schneeweiss April</p>	<p>Data Analysis, Planning, and Monitoring of participation in</p>		

<b>Dates</b>	<b>Meeting Purpose</b> (Analysis, Planning, Implementation, and Monitoring. All are required.)	<b>Dates</b>	<b>Meeting Purpose</b> (Analysis, Planning, Implementation, or Monitoring)
Saade, Jen Sanchez, Melissa O'Dell, Christa Nick, Lorrie Wood, Heidi Gasca, Jenny Craig, Program Specialist – TBD	benchmark assessment (iReady); Discussion of how initial meetings went with parents of students with disabilities when the new requirement of CAASPP testing was discussed. Identify those parents who were observed as resistant to having their student/s test or who stated they plan to opt their child out of testing.		

## Data Source Checklist

Identify which data sources were reviewed in developing the Local Education Agency's Performance Indicator Review Root Cause Analysis and Improvement Plan for each Indicator. Place an X under the Indicator number for each data source that was reviewed for that Indicator. Mark all that apply.

<b>Data Sources</b>	<b>Indicators</b>								
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4A</b>	<b>5</b>	<b>6</b>	<b>8</b>	<b>14</b>	<b>CF*</b>
California School Dashboard Graduation Rate – Students with Disabilities									
California School Dashboard Suspension Rate – Students with Disabilities									
California School Dashboard ELA CAASPP Assessment Results – Students with Disabilities			X						
California School Dashboard Math CAASPP Assessment Results – Students with Disabilities			X						
California School Dashboard Student Group Report			X						
California School Dashboard School Five-by-Five Placement			X						
California School Dashboard Chronic Absenteeism									
California School Dashboard College/Career Indicator Reports & Data									
Test Operations Management System (TOMS) Accommodations									
Annual Performance Report (APR) Measures – ELA CAASPP Participation Rate			X						

	1	2	3	4A	5	6	8	14	CF *
Annual Performance Report (APR) Measures – MATH CAASPP Participation Rate			X						
Annual Performance Report (APR) Measures – Drop Out Rate									
Annual Performance Report (APR) Measures – Percent of Students in Regular Class Greater than 80% of the Day									
Annual Performance Report (APR) Measures – Percent of Students in Regular Class Less than 40% of the Day									
Annual Performance Report (APR) Measures – Percent of Students in Separate Schools									
Annual Performance Report (APR) Measures – Percent of Students 3-5 in Regular Pre-K Programs									
Annual Performance Report (APR) Measures – Percent of Students 3-5 in Separate Pre-K Programs									
Annual Performance Report (APR) Measures – Parents reporting that LEA facilitated parent involvement									
Annual Performance Report (APR) Measures – Post Graduate Survey Data									
Dashboard Alternate School Status Data									
DataQuest, English Language Proficiency Assessments for California (ELPAC)									
DataQuest, LEA Public School Enrollment Over Time									
Student Information System (SIS)									
Interim or Other Assessments			X						
Student Transcripts									
SEIS, Student IEPs and/or Transition Plans									
Student Course Enrollment Data									
Student Records									
Service Logs and/or Pull out Schedules									
Other School Plans, such as WASC, Tech Plan, etc.									
Parent Concerns (Parent surveys, CAC, PTIC, FEC)									
Interview/ Focus Group Data – Parents/ Guardians									
Interview/ Focus Group Data – Staff									
Interview/ Focus Group Data – Students									

	1	2	3	4A	5	6	8	14	CF *
Interview/ Focus Group Data –Administration									
Review of Procedures									
Interview County Programs, Non-Public Schools, etc.									
Attendance Records									
Interview Counselor(s)									
School Climate Information, discipline data, BIP									
Other: Please list other data reviewed			X						
Other: Please list other data reviewed: Assessment Comparison data SPED vs Gen Ed			X						
Other: Please list other data reviewed: Intervention data - SPED vs Gen Ed.			X						

\*Child Find

If the LEA has *additional meeting dates*, add rows, as needed.

*After completing this LEA Identification document, save this document with all other PIR documents. Complete the PIR Plan for each Indicator for which the target was not met. Each Indicator will have a separate document.*

*It is recommended that the full PIR Plan be presented to the Local Board.*

*Once all of the Indicators have been addressed and added to the PIR Plan, the LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan, all of the forms for each indicator and Child Find and the LEA Identification document to California Department of Education, Special Education Division, FMTA II on or before June 30, 2019.*

**Prepared by California Department of Education February 2019**

## LEA name:

Community Collaborative Virtual School – Keppel Partnership

# Performance Indicator Review 2018–19

## State Performance Plan Indicator 3

### Statewide Assessments

### Root Cause Analysis and Action Plans

The California Department of Education (CDE) will conduct a Performance Indicator Review (PIR) for each local educational agency (LEA) that fails to meet a certain performance value in relation to one or more of the State Performance Plan Indicators (SPPIs, Indicators), including SPPI 3 Assessment.

Indicator 3: Statewide Assessments is a four-part indicator on the Local Level Annual Performance Report (APR) that measures the participation rate and achievement level of all students with disabilities in the areas of both English language arts (ELA) and mathematics (math) as it pertains to the requirements of the California Assessment of Student Performance and Progress (CAASPP). The local education agency (LEA) reports this data to the California Longitudinal Pupil Achievement Data System (CALPADS) from the Spring 2018 assessment.

For participation in statewide assessments for English language arts and math, the APR target of 95% will be used. Any LEA with a percentage less than the statewide target for SPPI 3 participation for English language arts or mathematics will participate in the PIR.

For achievement on the statewide assessments in English language arts and math, the 2018 Fall Dashboard Release (Dashboard) in English Language Arts (3-8) and Mathematics (3-8) will be used instead of the achievement rates reported on the APR. Any LEA with a performance level of Red or Orange for English language arts or mathematics for students with disabilities, as listed on the Student Groups Five-by-Five Report will participate in the PIR and be required to develop a PIR Improvement Plan for that indicator.

## Current Performance

### According to California School Dashboard Fall 2018 and Annual Performance Report 2017–18

### Indicator 3: Assessment

#### *ACHIEVEMENT*

*Using the data from the LEA's California School Dashboard, Fall 2018 (Dashboard), fill in the LEA information for English Language Arts (3-8 and 11) and Mathematics (Grades 3-8 and 11) for students with disabilities. The questions below will use the detailed data from the Student Groups Five-by-Five Report in English language arts assessment for students with disabilities.*

#### **English Language Arts (3-8 and 11) (Achievement)**

*If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.*



The following questions will focus on achievement in English language arts on statewide assessments and use data from the Five-by-Five Report on the Dashboard to complete.

### **Directions to Access the Five-by-Five Report for English Language Arts**

The Five-by-Five English Language Arts Placement Report (Grades 3-8 and 11) will be needed to complete the next section. To get to the detailed report, follow these steps:

1. Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.
2. Select “View Additional Reports” in the upper right hand corner. This will bring you to a new screen, “School Dashboard Additional Reports and Data.”
3. Choose “5x5 English Language Arts Placement Report (Grades 3-8 and 11)” by clicking the radio button and click the Submit button.

For small districts and charter schools, the new screen will be the “Student Group Five-by-Five Placement Report.”

For multi-school districts, this new screen will be the “Schools Five-by-Five Placement.”

- a. If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:

On this new screen, select the link, “View Student Groups Five-by-Five Report” in upper right hand corner.

4. Select “View Detailed Data,” in the top right-hand corner.
5. On the vertical axis of this chart, find Students with Disabilities to answer the following questions:

**What is the student performance color for English Language Arts (3-8 and 11) for Students with Disabilities?**

N/A

**What is the Status Level (e.g. *Very High, Low, etc.*) for English Language Arts (3-8 and 11) for Students with Disabilities?**

N/A

**What is the Change Level (e.g. *Increased, Declined, etc.*) for English Language Arts (3-8 and 11) for Students with Disabilities?**

N/A

**What is the Current Status -- Average distance from Standard for English Language Arts (3-8 and 11) Students with Disabilities)?**

N/A

**What is the Change – Difference (e.g. + or – average # of points) between current status and prior status for English Language Arts (3-8 and 11) Students with Disabilities (e.g. + or - # of points)?**

N/A

**In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in English Language Arts, what area(s) from the Five-by-Five Report need to be included?** (Put an ‘X’ in the appropriate box to indicate which area LEA will need to address for English Language Arts Achievement. If English Language Arts Achievement is an area that the LEA does **not** need to address at all, put NA in all of the boxes.)

**English Language Arts Achievement**

Status Level	Change Level	Both
N/A	N/A	N/A

**Mathematics (3-8 and 11) (Achievement)**

*If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.*

*The following questions will focus on achievement in Mathematics on statewide assessments and use data from the Five-by-Five Report on the Dashboard to complete.*

**Directions to Access the Five-by-Five Report for Mathematics**

*The Five-by-Five Mathematics Placement Report (Grades 3-8 and 11) will be needed to complete the next section. To get to the detailed report, follow these steps:*

- 1. Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.*
- 2. Select “View Additional Reports” in the upper right hand corner. This will bring you to a new screen, “School Dashboard Additional Reports and Data.”*
- 3. Choose “5x5 Mathematics Placement Report (Grades 3-8 and 11)” by clicking the radio button and click the Submit button.*

*For small districts and charter schools, the new screen will be the “Student Group Five-by-Five Placement Report.”*

*For multi-school districts, this new screen will be the “Schools Five-by-Five Placement.”*

- a. If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:*

*On this new screen, select the link, “View Student Groups Five-by-Five Report” in upper right hand corner.*

- 4. Select “View Detailed Data,” in the top right-hand corner.*
- 5. On the vertical axis of this chart, find Students with Disabilities to answer the following questions:*

**What is the student performance color for Mathematics (3-8 and 11) for Students with Disabilities?**

N/A

What is the Status Level (e.g. *Very High, Low, etc.*) for Mathematics (3-8 and 11) for Students with Disabilities?

N/A

What is the Change Level (e.g. *Increased, Declined, etc.*) for Mathematics (3-8 and 11) for Students with Disabilities?

N/A

What is the Current Status -- Average distance from Standard (e.g. + or - average # of points) for Students with Disabilities in Mathematics (3-8 and 11)?

N/A

What is the Change – Difference between current status and prior status Students with Disabilities (e.g. + or - # of points) for Mathematics (3-8 and 11)?

N/A

In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in Mathematics, what area(s) from the Five-by-Five Report need to be included? (Put an 'X' in the appropriate box to indicate which area LEA will need to address for Mathematics Achievement. If Mathematics Achievement is an area that the LEA does **not** need to address at all, put NA in all of the boxes.)

**Mathematics Achievement**

Status Level	Change Level	Both
N/A	N/A	N/A

**PARTICIPATION**

Using the data from the 2017–18 Local Level Annual Performance Report Measure (APR), answer the questions below. The Participation Target for students with disabilities in both English Language Arts (ELA) and Math is 95 percent. Indicate the LEA percentage for both English Language Arts and Math.

**English Language Arts (Participation)**

The following questions will focus on participation arts on statewide assessments in English Language Arts and use data from the APR to complete.

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

What is the participation rate (Rate) of students with disabilities in English Language Arts assessment?

86.84%

### Participation Target

>95%

Was the participation target met in English Language Arts? (Answer 'Yes' or 'No.')

NO

### Mathematics (Participation)

The following questions will focus on participation arts on statewide assessments in Mathematics and use data from the APR to complete.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the participation rate (Rate) of students with disabilities in Mathematics?

86.84%

### Participation Target

>95%

Was the participation target met in Mathematics? (Answer 'Yes' or 'No.')

NO

### Focus Elements for Root Cause Analysis and PIR Planning

Using the information from above, complete the chart.

Which of the areas will the PIR Team's Root Cause Analysis and Improvement Plan address for Indicator 3: Assessment?

(Put an 'X' in the appropriate box to indicate which area LEAs will need to address for Indicator 3.)

	English Language Arts	Mathematics
Achievement (Dashboard)	N/A	N/A
Participation (APR)	X	X

### Current Improvement Strategies

What current improvement strategies are in place that relate to Indicator 3 participation rate in statewide assessments (APR)?

After a thorough review of this data, we have taken measures to improve the participation for our special education students in state and alternative testing. We have developed a strategic plan to educate families on

the benefits of assessment, test prep and supporting students with test anxiety. In addition, we will work with our teachers of record (ToRs) and counselors to address any social/emotional factors (apathy, motivation, learned helplessness; disinterest in anything other than graduation requirements, and students' anxiety related to opting out. Finally, we will look closely at those that opt out and develop surveys to determine why students opt out. We will address reasons by providing education through webinars, test prep and professional development. We need to strengthen math, identify a screener to identify student needs at the time of enrollment, identify ToRs of students not testing, identify conversations, put those ToRs to the fire, implement a SPED boot camp to train all Education Specialists on strategies for working with test resistant adult age students and families.

**What current improvement strategies that relate to Indicator 3 achievement (Dashboard):**

We have developed a strategic plan to educate families on the benefits of assessment, test prep and supporting students with test anxiety. In addition, we will work with our teachers of record (ToRs) and counselors to address any social/emotional factors (apathy, motivation, learned helplessness; disinterest in anything other than graduation requirements, and students' anxiety related to opting out. Finally, we will look closely at those that opt out and develop surveys to determine why students opt out. We will address reasons by providing education through webinars, test prep and professional development. We are planning a Special Education Boot Camp in August, 2019 to address the CAASPP Assessment System Requirements, share the achievement and participation data for the previous two school years and work with Education Specialists on ways to address and support test resistant adult age students as well as parents and families.

**Check the box(es) to indicate whether these current strategies support improvement in English Language Arts, Math or both and whether they support improvement in participation, achievement or both.**

(Put an 'X' in the appropriate box to indicate which areas are being addressed by current improvement strategies.)

	English Language Arts	Mathematics
<b>Participation (APR)</b>	X	X
<b>Achievement (Dashboard)</b>	N/A	N/A

**How are students with disabilities included in the above-listed strategies or other strategies that relate to Indicator 3?**

Students with disabilities are provided with a general education teacher and an Education Specialist to support their academic needs. Additionally, students have access to school counselors for social/emotional needs as well as the school psychologist for those who express the need to address their test anxiety. We discuss testing with each student with a disability and attempt to tailor their assessment needs to them. The general education curriculum affords students over 20 options to personalize delivery of the content in ways they find beneficial such as speech to text and text to speech, presentation of the content as many times as the students need it, in addition to visual, textual and verbal presentation of the content. Students with disabilities also have the option of testing and retesting on content they did not meet the standard at 80 percent or higher. Students with disabilities have access to and are included in all of the above- listed strategies, supports and services related to Indicator 3.

# Root Cause(s)

Why was the target not met?

## *Achievement – English Language Arts and Mathematics (3-8 and 11)*

Fill in the root causes below for the Root Cause Analysis on Achievement, based on the data from the LEA's California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

If this is an area that does not apply to this year's PIR Plan, enter 'N/A' into the blanks.

### Root Cause 1:

N/A

This root cause addresses (Check all that apply): English Language Arts  Math  Both

### Root Cause 2:

N/A

This root cause addresses (Check all that apply): English Language Arts  Math  Both

### Root Cause 3:

N/A

This root cause addresses (Check all that apply): English Language Arts  Math  Both

If the LEA has additional root causes for Achievement, copy and paste the box and subtitle above, then change the number to indicate the number of root causes.

## *Participation – English Language Arts and Mathematics (3-8 and 11)*

Fill in the information below for the Root Cause Analysis on Participation, based on the data from the 2017–18 Local Level Annual Performance Report (APR).

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

### Root Cause 1:

**LACK OF FULL UNDERSTANDING OF STUDENT PROFILES – STUDENTS WITH DISABILITIES:** Because special education services were provided and overseen by a vendor service, Community Collaborative Virtual School – Keppel Partnership was unaware of some of the needs of students with IEPs including academic, social emotional, lack of progress toward IEP goals, additional academic support, and motivational needs.

This root cause addresses (Check all that apply): English Language Arts  Math  Both X

**Root Cause 2:**

**PARENT OPT OUT CHOICE AS STATE RIGHT:** California Education Code Section 60615 allows parents to opt out of all or parts of the CAASPP Assessment System which is confirmed/affirmed in the federal Every Student Succeeds Act. Similarly, Section 852 of the California Code of Regulations Title 5 Code of Regulations allows parents to opt their student/s out of all or part of the CAASPP Assessment System. Parents' right to opt their child/ren out of CAASPP testing presents a significant challenge to Community Collaborative Virtual School – Keppel Partnership in that a virtual, independent study often serves a different parent profile; one who is intent on exercising it's right to opt out of testing which when exercised, adversely impacts our CAASPP participation rates.

This root cause addresses (Check all that apply): English Language Arts  Math  Both X

**Root Cause 3:**

**LOW MATH ACHIEVMENT:** Math scores are below the California State average in grades 3 through 8 with a sharper decline noted between grades 3 and 4, which is the time at which most students enroll with the Charter.

This root cause addresses (Check all that apply): English Language Arts  Math  Both X

**Root Cause 4:**

**DELIVERY AND DESIGN OF SPECIAL EDUCATION SERVICES:** Prior to the 2017-2018 school year, 100% of special education services were provided by vendors and overseen by a vendor service, including all IEP meetings. The above-mentioned structure lead to a lack of authentic connections between the school and students with disabilities, their families, and our other stakeholders due to the nature of how our special education services were structured, designed, delivered and overseen by vendors and a vendor agency.

- Oversight of the CAASPP testing participation was not a central focus of the special education process vendors were supporting in any targeted or authentic way.
- The processes of getting students to participate in CAASPP testing was largely unknown and little oversight of the process was carried out by Community Collaborative Virtual School – Keppel Partnership's teachers/staff because the vendor agency was responsible for carrying out the process.
- Minimal outreach to students with disabilities and their families regarding CAASPP testing
- On line delivery of special education services was not monitored by Keppel Partnership staff
- Student progress toward IEP goals was unknown unless a parent complained
- Lack of internal oversight and knowledge about the academic, social, emotional, and behavioral needs of students with disabilities.

This root cause addresses (Check all that apply): English Language Arts  Math  Both X

*If the LEA has additional root causes for Participation, copy and paste the box and subtitle above, then change the number to indicate the number of root causes.*



# Action Plan for Improving Schoolwide Assessment for Students with Disabilities

## ACHIEVEMENT – English Language Arts and Mathematics (3-8 and 11)

Use the charts below for the PIR Team’s Root Cause Analysis and PIR Planning, using the data from the LEA’s California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

Copy each root cause into the charts below that addresses the LEA’s achievement rate for students with disabilities on the statewide assessments in English Language Arts and Mathematics. For each root cause, fill in the following:

- Planned strategies and activities
- The subject the planned strategy or activity is targeting (English language arts, math or both)
- Resources needed for the planned strategy or activity to be successful
- The person(s) and title(s) responsible for that particular strategy or activity
- The methods and standards that will be used to measure the relative success of the strategy or activity
- The date that activity is due to begin or the deadline for its completion

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

### Root Cause 1:

N/A					
Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
N/A					

### Root Cause 2:

N/A					
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Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
N/A					

**Root Cause 3:**

N/A

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
N/A					

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

**PARTICIPATION – English Language Arts and Mathematics (3-8 and 11)**

Use the charts below for the PIR Team’s Root Cause Analysis and PIR Planning, using the data from the 2017–18 Local Level Annual Performance Report Measure (APR).

Copy each root cause into the charts below that addresses the LEA’s participation rate for students with disabilities on the statewide assessments in English Language Arts and Math. For each root cause, fill in the following:

- Planned strategies and activities
- The subject the planned strategy or activity is targeting (English Language Arts, Math or both)
- Resources needed for the planned strategy or activity to be successful
- The person(s) and title(s) responsible for that particular strategy or activity
- The methods and standards that will be used to measure the relative success of the strategy or activity
- The date that activity is due to begin or the deadline for its completion

## Root Cause 1:

**LACK OF FULL UNDERSTANDING OF STUDENT PROFILES – STUDENTS WITH DISABILITIES:** Because special education services were provided and overseen by a vendor service, Community Collaborative Virtual School – Keppel Partnership was unaware of some of the needs of students with IEPs including academic, social emotional, lack of progress toward IEP goals, additional academic support, and motivational needs.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Hire internal Education Specialists to serve the students as well as to support them with all phases of the IEP process.	<b>BOTH</b>	Internal PD for case managers plus fiscal impact of 4 case managers (4x \$69k=276k)	#s1-5 Education Specialists; Special Education Coordinator – Kristy Spurgin and Program Specialist – TBD	Successful hiring of 1-5 Highly Qualified Education Specialists	<b>09/03/2019</b>
Implement an academic screening assessment in the areas of math and English Language Arts for all students to take upon enrollment to determine their needs at the outset of the school year. Education Specialists will use these assessment results to work with students to determine necessary accommodations and modifications for CAASPP	<b>BOTH</b>	Research and pilot options for screening assessment  Fiscal Impact approx. \$5k	Education Specialists; Special Education Coordinator – Kristy Spurgin and Program Specialist – TBD	Successful hiring of 1-5 Highly Qualified Education Specialists  Ongoing assessment data provided to Education Specialists  Increased participation of students with IEPs in CAASPP assessments	<b>09/29/2019 to 06/01/2020</b>
Education Specialists will work collaboratively with general education teachers to set up their first meeting with parents of children with disabilities for the first or second meeting of the school year so as to learn from each other, the needs of the student, and to review the student’s required CAASPP and other assessments to be taken during the school year so as to present as a united front.	<b>BOTH</b>	Meetings schedules shared and spreadsheet of student needs and strategies shared.  No cost	Education Specialists; Special Education Coordinator – Kristy Spurgin and Program Specialist – TBD	Education Specialists case management notes	<b>09/29/2019</b>

<p>Learn from Education Specialists which students suffer from test anxiety and work with the school psychologist to develop self-management strategies with the student in an effort to increase their CAASPP Assessment participation.</p>	<p><b>BOTH</b></p>	<p><b>No cost</b></p>	<p>School Psychologists, Education Specialists; Special Education Coordinator – Kristy Spurgin and Program Specialist – TBD</p>	<p>Number and type of school psychologist referrals</p>	<p>Ongoing throughout the 2019-2020 school year beginning 10/01/2019</p>
<p>Review CALPADS and TOMS to ensure students with disabilities' statewide assessment accommodations and modifications are being accurately reported in the CAASPP System.</p>	<p><b>BOTH</b></p>	<p><b>No cost</b></p>	<p>Education Specialists; Special Education Coordinator – Kristy Spurgin and Program Specialist – TBD</p>	<p>Assessment coordinator notification that all accommodations and modifications have been entered into TOMS and are available for students in time for testing</p>	<p>03/31/2020</p>

**Root Cause 2:**

**PARENT OPT OUT CHOICE AS STATE RIGHT:** California Education Code Section 60615 allows parents to opt out of all or parts of the CAASPP Assessment System which is confirmed/affirmed in the federal Every Student Succeeds Act. Similarly, Section 852 of the California Code of Regulations Title 5 Code of Regulations allows parents to opt their student/s out of all or part of the CAASPP Assessment System. The ability of parents to opt their child/ren out of CAASPP testing presents a significant challenge to Community Collaborative Virtual School-Keppel Partnership in that as a virtual, independent study program, we often serve a different parent profile; one who is intent on exercising their rights to not participate in government or testing of any kind, which when exercised, adversely impacts our CAASPP participation rates.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Educate parents on public charter schools' requirement to have all students participate in the CAASPP Assessment System; Communicate importance of CAASPP to parents so that they are aware and understand that the assessment participation and performance on CAASPP impact the Charter's funding.	<b>BOTH</b>	All Staff PD Parent Webinars	Teacher of Record, Director Heidi Gasca,  Assistant Director of Assessment Jenny Craig, Intervention Lead, April Said	Stakeholder seminars, correspondence to parents, teacher of Record meetings, telephone call logs	Ongoing throughout the 2019-2020 school year.
For parents and stakeholders, link CAASPP Assessment System to high quality programs offered at Keppel Partnership due to LCFF Funding.	<b>BOTH</b>	All Staff PD Parent Webinars	Director Heidi Gasca	Stakeholder seminars, correspondence to parents, teacher of Record meetings, telephone call logs	Ongoing throughout the 2019-2020 school year.
Identify opt outers early and provide multiple levels of support to them to help shift their mindset about testing	<b>BOTH</b>	All Staff PD Parent Webinars	<b>Teacher of Record</b>	IEP Meeting notes/correspondence from LEA Representative in IEP meetings; Stakeholder seminars, correspondence to parents, teacher of Record meetings, telephone call logs	Ongoing throughout the 2019-2020 school year.
Hold stakeholder meetings to share the LCAP report with PIR Action Plan embedded into the presentation to help parents better understand the need for all students to participate in the CAASPP Assessment System.	<b>BOTH</b>	<b>Stakeholder meetings; webinars</b>	<b>Director Heidi Gasca</b>	Percentage of students who participate in the CAASPP Assessment System	Ongoing throughout the 2019-2020 school year.

<p>Survey opt out parents from the 2018-2019 CAASPP Spring test administration to gain baseline data on parents' disposition toward the CAASPP Assessment System and to better understand parents' opposition to state testing.</p>	<p><b>BOTH</b></p>	<p><b>Parent Survey development</b></p>	<p><b>Assistant Director of Assessment Jenny Craig</b></p>	<p>Percentage of students who participate in the CAASPP Assessment System; Parent responses and school survey</p>	<p>Ongoing throughout the 2019-2020 school year.</p>
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**Root Cause 3:**

**LOW MATH AND ELA ACHIEVEMENT:** Math scores are below the California State average in grades 3 through 8 with a sharper decline noted between grades 3 and 4, which is the time at which most students enroll with the Charter. Additionally, while the assessment publisher states that iReady is correlated with SBAC, it is unknown whether or not the Charter's use of iReady as a benchmark assessment, correlates to SBAC for each grade level

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Create/develop/locate an ELD course for English Learning students to take with an instructor who speaks English fluently Offer targeted Math tutoring (We started FEV because of this)	BOTH	FEV Tutoring ELD Course Development English Instructor	Heidi Gasca, EL Coordinator or Intervention Coordinator April Saade	iReady benchmark test scores; CAASPP participation percentage	iReady 09/2019 and Spring 2020 (March-May)
Offer test prep for ELA and MATH throughout the school year to decrease test anxiety/phobia and increase both achievement and participation in CAASPP MATH	BOTH	Reading and Math Interventions i-Ready Lessons Read Naturally Tales 2 Go	April Saade (Intervention Lead) Kristy Spurgin (SPED Coordinator)	All staff PD Parent Webinars Yearly subscriptions available	Ongoing throughout the 2019-2020 school year.
Target students in the "Standards Nearly Met" band for additional Math and ELA intervention throughout the upcoming school year including support for transportation to/from CAASPP testing sites.	BOTH	IXL: i-Ready Lessons: FEV	April Saade (Intervention Lead) Kristy Spurgin (SPED Coordinator)	All staff PD Parent Webinars Yearly subscriptions available	09/29/2019 for fall iReady scores and Spring 2020 for second benchmark scores;
Compare SBAC scores to i-Ready in summer, 2019 to determine correlations between the two. Future benchmark assessments will be proctored by the General Education Teacher also known as Teacher of Record (ToR) at sites close to students' residences so that they have practice with testing outside of the home.	BOTH	Intervention Coordinator Time, TOR salaries and mileage reimbursement for student support visits.	April Saade (Intervention Lead) Kristy Spurgin (SPED Coordinator)	iReady benchmark and CAASPP results	These data will be reviewed in October/November, 2019
Review and revise the attendance policy for State Testing participation to strengthen it so that every student and parent understands the importance of student attendance on test days.	BOTH	Leadership team salaries; legal fees for attorney review of new attendance policy to ensure compliance	Intervention Coordinator – April Saade; Heidi Gasca, Kristy Spurgin	Parental signatures on the new CAASPP testing requirement attendance policy; percentage of students with disabilities who participate in CAASPP assessments	Ongoing throughout the open enrollment period for the 2019-2020 school year.



#### **Root Cause 4:**

**DELIVERY AND DESIGN OF SPECIAL EDUCATION SERVICES:** Prior to the 2017-2018 school year, 100% of special education services were provided by vendors and overseen by a vendor service, including all IEP meetings. The above-mentioned structure lead to a lack of authentic connections between the school and students with disabilities, their families, and our other stakeholders due to the nature of how our special education services were structured, designed, delivered and overseen by vendors and a vendor agency.

The processes of getting students to participate in CAASPP testing was largely unknown and little oversight of the process was carried out by Community Collaborative Virtual School – Keppel Partnership’s teachers/staff because the vendor agency was responsible for carrying out the process.

Lack of internal oversight and knowledge about the academic, social, emotional and behavioral needs of students with disabilities.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
In collaboration with the Director of Special Education, bring 80-90% of special education services in-house.	<b>BOTH</b>	Interview of Education Specialists – Time	<b>Heidi Gasca + Dr. Reid + Kristy Spurgin</b>	Calendar invitations for interview time	<b>09/03/2019</b>
Hire 8-9 Highly Qualified Education Specialists to build rapport and relationships with students with IEPs and their families	<b>BOTH</b>	Education Specialists Salaries and Mileage Reimbursement for direct services provided \$425,000.00	<b>Heidi Gasca + Dr. Reid</b>	Board approval for Education Specialist and Program Specialist positions and funding; Successful hiring of highly qualified Education Specialists and one Program Specialist.	09/03/2019 or throughout the 2019-2020 school year during open enrollment
Meet with Education Specialists on a monthly basis to learn which students with IEPs are making progress and expected to participate in t the CAASPP Assessment System and those who are not and require a higher level of support.	<b>BOTH</b>	SPED boot camp, SPED huddles	<b>Dr. Reid + Special Education Administrative Team</b>	Meeting Invitations on Work Calendar	Ongoing throughout the 2019-2020 school year on a weekly basis beginning 09/10/2019
Hire a Special Education Coordinator to support general education teachers and Education Specialists with standards-based curriculum selections for students with disabilities as well as more closely track student achievement within the standards;	<b>BOTH</b>	<b>FISCAL up to \$130,000 including benefits</b>	<b>Heidi Gasca Kristy Spurgin</b>	Calendar Meeting Invitations; Feedback from Education Specialists; Meeting notes submitted to Program Director weekly.	06/01/2019

<p>Train Education Specialists on an ongoing basis throughout the school year on way to approach and support parents who habitually opt their child/ren out of testing or who verbally states they will opt out of future testing;</p>	<p><b>BOTH</b></p>	<p>Creation of a yearly training calendar; Zoom on-line meeting platform purchase \$1200; Time for planning and holding the monthly meetings;</p>	<p><b>Dr. Reid + Dr. Epps + Program Specialist TBD</b></p>	<p>Calendar Invitations for monthly meetings; meeting agendas; feedback from Education Specialists</p>	<p>Ongoing throughout the 2019-2020 school year beginning 09/30/2019.</p>
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*If the LEA has additional root causes, copy and paste the chart, then change the number to indicate the number of root causes. If there are additional Planned Strategies/Activities, add additional rows, as needed.*

*After completing Indicator 3: Assessment, save this document with other PIR documents. If it has not already been done, complete the initial LEA Identification document. Then, complete the documents that correspond to the Indicators in which the LEA has not met the performance measure or target. Each Indicator will have a separate document.*

*It is recommended that the full PIR Plan be presented to the Local Board.*

*Once all of the Indicators and Child Find have been addressed, as indicated in the LEA's PIR letter, and added to the PIR Plan, LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan, which includes all of the forms for each indicator and the LEA Identification document, to the California Department of Education, Special Education Division, FMTA II on or before June 30, 2019.*

**Prepared by California Department of Education February 2019**