

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Impact Academy

Contact (Name, Title, Email, Phone Number): Sean McClung, Principal, sean@es-impact.org, 510-300-1560

LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Envision Schools Support Office leadership developed a draft LCAP template for Envision Schools based on the goals of the charter organization. The template was presented to the Envision Board on April 10, 2014 for review. Envision Support office leadership provided an Envision LCAP template to principals on April 29, 2014 and received feedback from principals on the proposed goals, metrics, and activities.</p> <p>Principals then shared the draft Envision LCAP template with their leadership team at the site and identified additional specific site goals and activities for the subgroups at their site. Impact Academy notified parents through written invitation and phone calls home and held a Parent Advisory Council meeting in May. At the Parent Advisory Council meeting, the Impact Academy staff engaged parents in a review of the plan. Written feedback from parents was charted. The site LCAP leadership teams then responded in writing to comments from the Parent Advisory Council.</p> <p>Based on parent, teacher, and principal feedback, site leadership teams finalized site LCAP plans and re-submitted them to the Support Office LCAP leadership team for review and for preparation for a June Board presentation.</p> <p>Time-line for Envision Education’s LCAP Process: March- SO Lead Team prepares Envision’s LCAP template April- Board and Principals review Envision’s LCAP Template May- LCAP Community Meetings at Sites. SO support to sites June- Site teams finalize LCAPs. Board reviews and approves each site’s LCAP July- SO submits Envision’s LCAP to our Authorizers</p>	<p>They supported continuing the following actions and programs for each of our goal areas:</p> <p>Goal 1. Increase the number of students ready for college level coursework Requiring rigorous a-g course program for all students, Continuing to focus on college-ready instruction, including Socratic seminars, and public exhibitions of learning, Portfolio-based assessment and defenses for 10th & 12th grades</p> <p>2. Develop a College-Going Culture that engages families and community members Providing college tours, Family conferences and other communication, including online access to grades and progress, SAT Prep courses</p> <p>3. Provide an emotionally and physically safe learning environment Closed campus for lunch, Advisory program</p> <p>4. Increase services and supports for of our lowest performing students that include English Learners, low-income students and special education students Extra teacher support, outside school hours (in office hours and in learning center)</p> <p>They <i>recommended</i> the following actions and programs in each of our goal areas:</p> <p>Goal 1 - Improving parent involvement and education about Impact’s model and individual student progress</p> <p>Goal 2 - More college counselors, Student shadow days at local colleges, Parent education about college admissions and financial aid</p> <p>Goal 3 - Physical activity for students, Adding teacher aides/assistants in classrooms</p> <p>Goal 4 - Add more bilingual teachers, more courses/resources for supporting students, Assistive technology for students with disabilities</p>
<p>Annual Update: All activities performed in 2014-15 will continue. In addition for 2015-16, an LCAP survey will be administered to gain feedback.</p>	<p>Annual Update: The CAHSEE metrics/actions/outcomes were removed due to the suspension of the CAHSEE CDE graduation requirement and more outreach actions in regards to parent’s attendance at school functions are incorporated into Goal # 2 actions.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Increase the number of students ready for college level coursework	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local: Specify _____	
Identified Need:	Students need to perform on statewide assessments. Metrics: API, CAASPP/EAP, SAT, AP Tests, Credentialed Teachers, CCSS Standards-Based Curriculum, CSP Proficiency		
Goal Applies to:	Schools: <u>Impact Academy</u> Applicable Pupil Subgroups: <u>All</u>		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	1. Increase API by target growth 2. Establish baseline on Smarter Balanced 11 th grade Summative Assessment/EAP 3. Increase 5% of students designated ready for college coursework 4. Increase 5% of students scoring 3 or better on AP Tests 5. 95% or above appropriately credentialed teachers 6. CCSS Standards-Based Curriculum 7. 100% of students reach proficiency on CSP		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Establish API baseline	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. a. Establish CAASPP/EAP baseline	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>2. b. Continue to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs)</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2. c. Offer PD to teachers and Train teachers in the use of a data protocol to use the data from the CIAs to inform instructional next steps.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Professional Development, Teacher Stipends \$22,000 Object Codes 1100, 3000, 5800</p>
<p>3. Continue implementation of College Spring SAT Test prep curriculum in 11th grade Advisory</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>4. Continue to offer all students AP courses and administer practice tests for these courses.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>5. a-Hire appropriately credentialed teachers</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups⊗Specify)_____</p>	<p>Principal \$44,000 Object Codes 1300, 3000</p>

<p>5. b Offer differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.</p>	<p>Charter-wide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other SubgroupsⓈSpecify) _____</p>	<p>Lead teachers \$2,500 per teacher</p> <p>Object Codes 1100,3000</p>
<p>6. a All core teachers will use and/or create Common Core aligned instructional materials.</p>	<p>Charter-wide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other SubgroupsⓈSpecify) _____</p>	
<p>6. b Teachers participate in PD around common core instructional strategies</p>	<p>Charter-wide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other SubgroupsⓈSpecify) _____</p>	<p>Professional Development, Teacher Stipends \$22,000</p> <p>Object Codes 1100, 3000, 5800</p>
<p>6.c Math and ELA coaching around common core instructional strategies</p>	<p>Charter-wide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other SubgroupsⓈSpecify) _____</p>	
<p>7. a. Continue to implement 10th grade benchmark portfolio defense</p>	<p>Charter-wide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	

7. b. Provide teachers and students time to refine portfolio artifacts and their defense in an advisory period.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. Increase API by 5 points 2. Increase CASSPP 90% Literacy & 75% Math-All students and all statistically significant subgroups 3. Increase 5% of students designated ready for college coursework. 4. Increase 5% of students scoring 3 or better on AP Tests 5. 95% or above appropriately credentialed teachers 6. CCSS Standards-Based Curriculum 7. 100% of students reach proficiency on CSP
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Make 95% or more students participate in CAASPP assessment.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Tech Solutions \$10,000 Object Code 5800
2. a. Continue to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs)	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. b. Track teachers use of CIA data to inform instructional next steps.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>3. Continue implementation of College Spring SAT Test prep curriculum in 11th grade Advisory</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	
<p>4. Continue to offer all students AP courses and administer practice tests for these courses.</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	
<p>5. a-Hire appropriately credentialed teachers</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Principal \$44,000 Object Codes 1300, 3000</p>
<p>5. b Offer differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Lead teachers \$2,500 per teacher Object Codes 1100,3000</p>
<p>6. All core teachers will use and/or create Common Core aligned instructional materials.</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups⊗Specify)_____</p>	

<p>6. b Teachers participate in PD around common core instructional strategies</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other SubgroupsⓈSpecify)_____</p>	<p>Professional Development, Teacher Stipends \$22,000</p> <p>Object Codes 1100, 3000, 5800</p>
<p>6.c Math and ELA coaching around common core instructional strategies</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other SubgroupsⓈSpecify)_____</p>	
<p>7. a. Continue to implement 10th grade benchmark portfolio defense</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>7. b. Provide teachers and students time to refine portfolio artifacts and their defense in an advisory period.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Increase API by target growth 2. Increase CASSPP 95% Literacy & 80% Math-All students and all statistically significant subgroups 3. Increase 5% of students designated ready for college coursework. 4. Increase 5% of students scoring 3 or better on AP Tests 5. 100% or above appropriately credentialed teachers 6. CCSS Standards-Based Curriculum 7. 100% of students reach proficiency on CSP 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Increase API by 5 points</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> X ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Tech Solutions \$10,000 Object Code 5800</p>
<p>2. a. Increase percent of students who score met or exceeded on the CAASPP by 10% in both Literacy and Math.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> X ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2. b. Continue to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs)</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> X ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>2. c. Train teachers in the use of a data protocol to use the data from the CIAs to inform instructional next steps.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> X_ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Professional Development, Teacher Stipends \$22,000 Object Codes 1100, 3000, 5800</p>
<p>3. Continue implementation of College Spring SAT Test prep curriculum in 11th grade Advisory</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> X_ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>4. Continue to offer all students AP courses and administer practice tests for these courses.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> X_ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>5. a-Hire appropriately credentialed teachers</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> X_ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Principal \$44,000 Object Codes 1300, 3000</p>
<p>5. b Offer differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> X_ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Lead teachers \$2,500 per teacher Object Codes 1100,3000</p>

<p>6. All core teachers will use and/or create Common Core aligned instructional materials.</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	
<p>6. b Teachers participate in PD around common core instructional strategies</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups (Specify)_____</p>	<p>Professional Development, Teacher Stipends \$22,000 Object Codes 1100, 3000, 5800</p>
<p>6.c Math and ELA coaching around common core instructional strategies</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other SubgroupsⓈSpecify)_____</p>	
<p>7. a. Continue to implement 10th grade benchmark portfolio defense</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	
<p>7. b. Provide teachers and students time to refine portfolio artifacts and their defense in an advisory period.</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	

GOAL 2:	2: Develop a College-Going Culture that engages families and community members.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	All students including first generation students benefit from college-going culture Metric: LCAP Review Meeting Attendance, Family Conference Attendance, Translated communication, College Application completion		
Goal Applies to:	Schools: Impact Academy Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	1. 15% of parents/guardians give feedback on the LCAP by attending a FTC meeting or completing a survey 2. 60% of parents will attend back to school night 3. 60% of parents will participate in Exhibitions, a part of the CSP program 4. 60% of parents will attend college application/Financial Aid workshop 5. All students will complete a 2 or 4-year college application		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Facilitate Family Teacher Collaborative (FTC) meeting to review the LCAP with parents/families	Charter-wide	__X__ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent Meetings \$350 Object Codes 4700
2. Use tracking system to monitor Family conference attendance	Charter-wide	__X__ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>3. Continue parent communication which includes translated invitations to academic exhibitions, automated calls home translated into Spanish, and provide translation services at academic exhibitions</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Translation services for parent communications \$2,704</p> <p>Object Codes 2400/3000</p>
<p>4. Provide parents after-school workshops on financial aid and provide parents with college application workshops</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Parent Meeting Supplies \$2,000</p> <p>Object Codes 4700</p>
<p>5.a College Counselor holds 1-on-1 meetings with each senior every fall semester.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>5. b. College counselor pushes into senior computer lab to support with applications.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. 20% of parents/guardians give feedback on the LCAP by attending a FTC meeting or completing a survey 2. 65% of parents will attend back to school night 3. 65% of parents will participate in Exhibitions, a part of the CSP program 4. 65% of parents will attend college application/Financial Aid workshop 5. All students will complete a 2 or 4-year college application 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Continue to facilitate FTC meeting to review the LCAP with parents/families</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Parent Meetings \$350 Object Codes 4700</p>
<p>2. Continue to monitor Back to School night attendance</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>3. Continue parent communication which includes translated invitations to academic exhibitions, automated calls home translated into Spanish, and provide translation services at academic exhibitions</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Translation services for parent communications \$2,704 Object Codes 2400/3000</p>
<p>4. Provide parents after-school workshops on financial aid and provide parents with college application workshops</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Parent Meeting Supplies \$2,000 Object Codes 4700</p>

<p>5.a College Counselor holds 1-on-1 meetings with each senior every fall semester.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>5. b. College counselor pushes into senior computer lab to support with applications.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. 25% of parents/guardians give feedback on the LCAP by attending a FTC meeting or completing a survey 2. 70% of parents will attend back to school night 3. 70% of parents will participate in Exhibitions, a part of the CSP program 4. 70% of parents will attend college application/Financial Aid workshop 5. All students will complete a 2 or 4-year college application 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Continue to facilitate FTC meeting to review the LCAP with parents/families</p>	<p>School-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Parent Meetings \$350 Object Codes 4700</p>
<p>2. Continue to monitor Back to School night Attendance</p>	<p>School-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	
<p>3. Continue parent communication which includes translated invitations to academic exhibitions, automated calls home translated into Spanish, and provide translation services at academic exhibitions</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Translation services for parent communication \$2,704 Object Codes 2400/3000</p>
<p>4. Provide parents after-school workshops on financial aid and provide parents with college application workshops</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Parent Meeting Supplies \$2,000 Object Codes 4700</p>

<p>5.a College Counselor holds 1-on-1 meetings with each senior every fall semester.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>5. b. College counselor pushes into senior computer lab to support with applications.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

GOAL 3:	3: Provide an emotionally and physically safe learning environment.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Every student needs a safe environment to learn. Metric: Expulsion rates, ADA, Chronic Absenteeism, Average Class size, Grad Rate, Dropout Rate, Student/Parent Perceptions, Suspension Rate, Lesson Plans		
Goal Applies to:	Schools: Impact Academy Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	1. Decrease % of students expelled to 1% or less 2. Increase ADA to 95.5% or above 3. Decrease Chronic Absenteeism to 7% or below 4. Increased Graduation Rate to 92.5% 5. Decrease Dropout Rate to 5% or less for Hispanic and 15% or less for African American 6. Increase in student and parent feelings of safety and school connectedness to 89% or above 7. Decrease Suspension Rate to 15% or below 8. Maintain facilities to standard		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Whenever possible, principals make use of contracts, student staffing meetings, incentives, parent shadow days, and mandatory counseling before moving to expel.	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Principal \$22,000 Object Codes 1300, 3000

<p>2. VPSS and office manager meet weekly to identify students with low attendance, send SARB letters, schedule SARB meetings, and determine quarterly attendance awards.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Vice Principal \$36,250 Office Manager \$49,000 Tech Solutions \$10,000 Object Codes 1300, 2400, 3000, 5800</p>
<p>3. VPSS work with advisees to develop support plans and 504 plans so students come to school.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Vice Principal \$36,250 Tech Solutions \$10,000 Object Codes 1300, 2400, 3000, 5800</p>
<p>4. VPSS, Learning Specialist, plan academic interventions.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>5. Athletic director improves extracurricular offerings.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>6. a Advisors provide weekly check-ins with students.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Family leads, \$8,000 Object Codes 1300, 3000</p>

6. b PSC counseling, advisors, and Learning Center teachers intervene with at-risk students.	School-wide	<input checked="" type="checkbox"/> X_ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
6. c Principal and school manager plan monthly evening parent meetings and hold monthly “coffee-talks”	School-wide	<input checked="" type="checkbox"/> X_ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
7. Administrators, counselors, advisors participate in mediations to prevent suspensions.	School-wide	<input checked="" type="checkbox"/> X_ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Principal \$22,000 Object Codes 1300, 3000
8. Address facilities issues in a timely manner to ensure the facility is in good repair	School-wide	<input checked="" type="checkbox"/> X_ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Decrease % of students expelled to 1% or less 2. Increase ADA to 95% or above 3. Decrease Chronic Absenteeism to 7% or below 4. Increased Graduation Rate to 92.5% 5. Decrease Dropout Rate to 4% or less for Hispanic and 10% or less for African American 6. Increase in student and parent feelings of safety and school connectedness to 89% or above 7. Decrease Suspension Rate to 13% or below
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8. Maintain facilities to standard			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue implementation of the Code of Conduct	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Principal \$22,000 Object Codes 1300, 3000
2. Monitor attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Vice Principal \$36,250 Office Manager \$49,000 Tech Solutions \$10,000 Object Codes 1300, 2400, 3000, 5800
3. Monitor attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Vice Principal \$36,250 Office Manager \$49,000 Tech Solutions \$10,000 Object Codes 1300, 2400, 3000, 5800
4. a VPSS, Learning Specialist, plan academic interventions.	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>5 Athletic director improves extracurricular offerings.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>6. a Advisors provide weekly check-ins with students.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Family leads, \$8,000 Object Codes 1300, 3000</p>
<p>6. b PSC counseling, advisors, and Learning Center teachers intervene with at-risk students.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>6. c Principal and school manager plan monthly evening parent meetings and hold monthly “coffee-talks”</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>7. Administrators, counselors, advisors participate in mediations to prevent suspensions.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Principal \$22,000 Object Codes 1300, 3000</p>
<p>8. Address facilities issues in a timely manner to ensure the facility is in good repair</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Decrease % of students expelled to 1% or less 2. Increase ADA to 96% or above 3. Decrease Chronic Absenteeism to 7% or below 4. Increased Graduation Rate to 92.5% 5. Decrease Dropout Rate to 3% or less for Hispanic and 5% or less for African American 6. Increase in student and parent feelings of safety and school connectedness to 89% or above 7. Decrease Suspension Rate to 11% or below 8. Maintain facilities to standard 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Continue implementation of the Code of Conduct</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Principal \$22,000 Object Codes 1300, 3000</p>
<p>2. Monitor attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Vice Principal \$36,250 Office Manager \$49,000 Tech Solutions \$10,000 Object Codes 1300, 2400, 3000, 5800</p>
<p>3. Monitor attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Vice Principal \$36,250 Office Manager \$49,000 Tech Solutions \$10,000 Object Codes 1300, 2400, 3000, 5800</p>

<p>4.VPSS, Learning Specialist, plan academic interventions.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/>_X_ALL ----- OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	
<p>5. Athletic director improves extracurricular offerings.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/>_X_ALL ----- OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	
<p>6. a Advisors provide weekly check-ins with students.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/>_X_ALL ----- -- OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>Family leads, \$8,000 Object Codes 1300, 3000</p>
<p>6. b PSC counseling, advisors, and Learning Center teachers intervene with at-risk students.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/>_X_ALL ----- -- OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	
<p>6. c Principal and school manager plan monthly evening parent meetings and hold monthly “coffee-talks”</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/>_X_ALL ----- -- OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	

7. Administrators, counselors, advisors participate in mediations to prevent suspensions.	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Principal \$22,000 Object Codes 1300, 3000
8. Address facilities issues in a timely manner to ensure the facility is in good repair	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
GOAL 4:	4: Increase services and supports for our lowest performing students that include English Learners, African-American students, and students with special needs (IEP and 504).		Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	Our lowest performing students need additional targeted support Metric: CELDT, RFEP Rates, IEP course completion		
Goal Applies to:	Schools:	Impact Academy Applicable Pupil Subgroups: English Learners, African American students, Students with Special Needs	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	1. 65% of ELLs will score Early Advanced and Advanced on the CELDT 2. Increase resignation of EL students by 5% 3. Decrease the % of IEP students receiving NC's to 5% or below 4. Increase students passing Math Lab to 95%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. 9 th and 10 th grade English teachers will integrate the Accelerated Reader (AR) program into their curriculum	Charter-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	AR/STAR \$3,000 Object Codes 4200

2. Teachers will incorporate SDAIE strategies into their instruction.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3. Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.	Charter-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) Students with IEP's	Learning Specialists \$172,000 Object Codes 1100, 3000
4. Implement blended learning in Math Lab	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. 60% of ELLs will score Early Advanced and Advanced on the CELDT 2. Increase resignation of EL students by 5% 3. Decrease the % of IEP students receiving NC's to 5% or below 4. Increase students passing Math Lab to 97%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to coach staff on implementation of ELL strategies	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

2. Administer Accelerated Reader STAR assessment.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	AR/STAR \$3,000 Object Codes 4200
3. Continue to have Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.	Charter-wide	<input type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)___ Students with IEP's ___	Learning Specialists \$172,000 Object Codes 1100, 3000
4. Implement blended learning in Math Lab	Charter-wide	<input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1. 65% of ELLs will score Early Advanced and Advanced on the CELDT 2. Increase resignation of EL students by 5% 3. Decrease the % of IEP students receiving NC's to 5% or below 4. Increase students passing Math Lab to 100%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to coach staff on implementation of ELL strategies	Charter-wide	<input type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>2. Administer Accelerated Reader STAR assessment.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>AR/STAR \$3,000 Object Codes 4200</p>
<p>3. Continue to have Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ Students with IEP's _____</p>	<p>Learning Specialists \$172,000 Object Codes 1100, 3000</p>
<p>4. Implement blended learning in Math Lab</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

Annual Update

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

Guiding Questions:

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

Original GOAL 1 from prior year LCAP:	Increase the number of students ready for college level coursework	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 ___ 6 ___ 7 <u>X</u> 8 <u>X</u> COE only: 9 ___ 10 ___ Local : Specify _____
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Goal Applies to:	Schools: Impact Academy	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	1. Establish API baseline 2. Establish baseline on Smarter Balanced 11 th grade Summative Assessment/EAP 3. 17% pass or conditionally ready on EAP ELA and 13% Conditionally ready on the Math 4. Increase the number of students who score 3+ on AP Tests by 5% 5. 90% of teachers will be appropriately assigned and credentialed 6. Pilot CCSS Standards-Based Curriculum 7. 100% of students reach proficiency on CSP 8. 87% of students will pass CAHSEE Math and 83% of students will pass CAHSEE English.	Actual Annual Measurable Outcomes:	1. Did not establish – Not Available 2. Established baseline on Smarter Balanced 11 th grade Summative Assessment/EAP 3. EAP Did not establish – Results Not Available 4. 20.8% of students scored 3+ on AP Tests (last year was 22.6%) 5. 95% of teachers piloted CCSS Standards-Based Curriculum 7. 100% of students reached proficiency on CSP 8. 90% passed CAHSE ELA and 89% passed Math
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
School Administrators will use data from previous years' STAR/CST and CASHEE exams, and API Scores to establish a baseline and goal for CAASPP. Take SBAC test. Google Chrome Books for Student Assessment \$5,000	Lead Learning Specialist \$65,000 Tech Solutions \$3,000 Object Codes: 6400	Took 11 th grade SBAC Tests. Could not determine ELA & Math baselines by Socio-economically disadvantaged, African-American, English because scores were not released until Fall 2015	Lead Learning Specialist, Lead Specialist, Tech Solutions \$197,000 Object Codes: 1100, 3000, 6400
Scope of service:	School-wide	Scope of service:	School-wide
<u>X</u> ALL		<u>X</u> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Create interim assessments for 11th and 12th graders that include EAP and ELM questions. Align curriculum to interim assessments		Created interim assessments for 9 th - 12th graders that include EAP and ELM questions in both Literacy and Math	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Take 3 practice AP tests and Summative Spring AP tests and allow 10 th grade English & Math teachers continue to provide low-income and special education students with multiple opportunities to practice and review CAHSEE multiple choice questions	AP Exams \$2,000 Object Codes 5800	Students took 3 practice AP tests in AP Environmental Science and took the summative AP tests and practiced for the CAHSEE	AP Exams \$12,000 Object Codes 5800
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
They will provide Interim assessments 4x a year using the STAR assessment and integrate the AR independent reading book quizzes. The Learning Specialists will meet with each teacher each week	Tech Solutions \$6,000 Object Codes	Interim assessments were administered 3 times and STAR assessment was given 3 times a year. Some teachers integrated the Accelerated Reader quizzes into the lesson plans.	Tech Solutions \$6,000 Object Codes

to modify their curriculum and make accommodations for students with special needs.		4300		4300
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Students are informed which artifacts they need to get proficient. Maintain clear benchmarks and deadlines for proficiency that are tied to rewards and consequences. Students work on CSP presentation during advisory.		Tech Solutions \$6,000 Object Codes 4300	Students were informed which artifacts they need to get proficient There are clear benchmarks and deadlines for proficiency that are tied to rewards and consequences Students worked on CSP presentation during advisory	Tech Solutions \$6,000 Object Codes 4300
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
All student schedules, including special education, low-income, and English Learners, are audited annually by VP of Operations to ensure that all students meet the A-G requirements, which also serve as the graduation requirements for the school.		Lead Learning Specialist \$65,000 Object Codes 1100, 3000	All student schedules, including special education, low-income, and English Learners, were audited	Lead Learning Specialist \$65,000 Object Codes 1100, 3000
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The CAHSEE goal will be removed due to the 3-year suspension. We will continue to reiterate on our CASSPP aligned CIAs. Teachers will continue to evaluate the effectiveness of their curriculum and instructional strategies.		

Original GOAL 2 from prior year LCAP:	Develop a College-Going Culture that engages families and community members		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Impact Academy		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All		
		1. 15% of parents/guardians give feedback on the LCAP by attending a FTC meeting or completing a survey 2. 60% of parents will attend back to school night 3. 60% of parents will participate in Exhibitions, a part of the CSP program 4. 60% of parents will attend college application/Financial Aid workshop 5. All students will complete a 2 or 4-year college application	Actual Annual Measurable Outcomes:	1. Less than 15% of parents/guardians give feedback on the LCAP by attending a FTC meeting or completing a survey 2. Roughly 60% of parents will attend back to school night 3. Roughly 60% of parents will participate in Exhibitions, a part of the CSP program 4. Roughly 60% of parents will attend college application/Financial Aid workshop 5. All students completed a 2 or 4-year college application
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

Provide parents after-school workshops on financial aid, Provide parents with college application workshops, and Translation services will be provided		Parent Meeting Supplies \$2,000 Object Codes 4700, 5800	Parents were invited to attend a financial aid workshop in February where translation was provided.	Parent Meeting Supplies \$2,000 Object Codes 4700, 5800
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Develop a strategy for improved parent communication which includes translated invitations to back to school night, automated		Parent Meeting Supplies \$2,000 Object Codes 4700, 5800	Parent communication was increased to include advisor outreach, translated automatic School Reach phone calls, emails, and flyers.	Parent Meeting Supplies \$2,000 Object Codes 4700, 5800
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Parents will be notified of UC course requirements and graduation requirements in the Impact handbook to be given to parents and students upon enrollment and at required parent conferences.		Translation Services \$2,704 Object Codes 5800	Parents were notified of UC course requirements and graduation requirements in the Impact handbook upon enrollment and at parent conferences.	Translation Services \$2,704 Object Codes 5800
Scope of service:	Network-wide		Scope of service:	Network-wide

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Parent phone call home and mailing to parents. Learning specialists follow up with parents who do not show up to meetings			Phone calls to parent phone and mailing were made at least 4 times a year. Learning specialists followed up with parents who do not show up to meetings		
Scope of service:	School-wide		Scope of service:	School-wide	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Students with IEPs			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Students with IEPs		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		More direct outreach to parents/guardians will continue to be a focus. In addition more school-hosted events will continue to engage families in the college application process.			

Original GOAL 3 from prior year LCAP:	Provide an emotionally and physically safe environment		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Impact Academy			
	Applicable Pupil Subgroups:	All, African Americans, Hispanic/Latino		
Expected Annual Measurable Outcomes:	1. Decrease % of students expelled to 1% or less 2. Increase ADA to 95.5% or above 3. Decrease Chronic Absenteeism to 7% or below 4. Increase Graduation Rate to 92.5% 5. Decrease Dropout Rate to 5% or less for Hispanic and 15% or less for African American	Actual Annual Measurable Outcomes:	1. 0 students were expelled 2. Increase ADA to 95.42% 3. Decrease Chronic Absenteeism to 7% or below 4. Increased Graduation Rate to above 95% 5. Decreased Dropout Rate to less than 5 students or less for Hispanic and less than 5 students for	

	<p>6. Increase in student and parent feelings of safety and school connectedness to 89% or above 7. Decrease Suspension Rate to 15% or below</p>		<p>African American 6. Increased student and parent feelings of safety and school connectedness as reported by Advisors 7. Decreased Suspension Rate to 6.6%</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>All of our attendance policies are focused on supporting socio-economically disadvantaged and 504 students. (VPSS and school manager meet weekly to identify truant students and plan supports). Students who have diagnosed mental health concerns receive 504s and bi-yearly meetings with advisor, VPSS, and counselors.</p>		<p>Continued robust attendance policy and sent SABR notices as necessary, instituted tardy detention system and monitored ADA closely.</p>	
<p>Scope of service:</p>	<p>School-wide</p>	<p>Scope of service:</p>	<p>School-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	
<p>Teachers, Learning Specialists, and Coaches focus on instructional strategies weekly to support Socio-Economically Disadvantaged, Special education, and ELL students.</p>		<p>Teachers, Learning Specialists, and Coaches focus on instructional strategies weekly to support Socio-Economically Disadvantaged, Special education, and ELL students.</p>	
<p>Scope of service:</p>	<p>School-wide</p>	<p>Scope of service:</p>	<p>School-wide</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Students with IEPs	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Students with IEPs
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In 2015-16 facilities actions were added to ensure physical safety while on campus. In addition there will be continued support provided by Learning Specialists.
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Original GOAL 4 from prior year LCAP:	Increase services and supports for our lowest performing students that include English Learners, African-American students, and students with special needs (IEP and 504).	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Impact Academy Applicable Pupil Subgroups: English Learners, Low-Income, students with special needs
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Expected Annual Measurable Outcomes:	1. 59% of students will pass the CELDT and at least 95% of students will be reclassified by their senior year. 2. Identify EL students who need extra support. 3. Find students who would benefit from an intervention class or	Actual Annual Measurable Outcomes:	1. 63% of students scored Early Advanced or Advanced on the CELDT and at least 19% of students were reclassified. 2. Impact identified EL students who need extra support. 3. Impact changed their master schedule to offer an intervention class for 2015-16
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. 9 th and 10 th grade English teachers will integrate the Accelerated Reader (AR) program into their curriculum. 9 th & 10 th grade teachers will incorporate SDAIE strategies into their instruction.	Instructional Lead Coaches, Tech Solutions \$64,553 Object Codes 1100, 3000,	1. 9 th and 10 th grade English teachers integrated the Accelerated Reader (AR) program into their curriculum. 9 th & 10 th grade teachers incorporated SDAIE strategies into their instruction.	Instructional Lead Coaches, Tech Solutions \$64,553 Object Codes 1100, 3000,

		5800			5800
Scope of service:	Network-wide		Scope of service:	Network-wide	
__ ALL			__ ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2. Identify ELs who need additional support and find students who would benefit from an intervention class or intervention supports			2. Impact implemented and RTI system that also monitored ELs and identified student academic needs		
Scope of service:	Network-wide		Scope of service:	Network-wide	
__ ALL			__ ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		A zero (0) period was added to the master schedule for 2015-16 to allow for a reading intervention course twice a week for low scoring readers based on letter grades and the Accelerated Reader STAR assessment. SDAIE Strategies continue to be used to serve English Learners and ensure access to course content.			

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>917,121</u>
<p>Approximately \$917,121 of LCFF revenues are derived from Supplemental and Concentration Grants was allocated to Impact Academy. These funds will be expended in a school-wide manner because the school’s unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting school staffing, intervention specialists, instructional coaching, college counseling support, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.</p>	

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

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

28	%
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In the 2015-2016 school year, the minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 28%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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