

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

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

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Ivy Academia

Contact Name and Title

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## **2017-20 Plan Summary**

### **The Story**

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

Ivy Academia, an Entrepreneurial and College Preparatory (“Ivy Academia”) non-profit charter, is leading reforms to transform public education to ensure that all students are prepared for college, leadership, and life. Ivy Academia’s innovative efforts are clearing the way to implement a small schools model for all schools, capitalizing on entrepreneurial spirit and raising awareness around the need for high-quality, small public elementary, middle, and high schools.

Ivy Academia has been authorized by the Los Angeles Unified School District (“LAUSD”) for the past fourteen years. It serves nearly 700 students at sites located in Woodland Hills and West Hills. Ivy Academia provides students in the San Fernando Valley an alternative choice, focused on developing entrepreneurial skills as part of their public-school education. During the 2016-2017 school year, Ivy Academia received a 6-year WASC accreditation for its entire TK-12 academic program; traditionally, WASC accreditation is granted for grades 9-12. Ivy Academia will be up for WASC renewal during the 2021-2022 school year. There are three facets to Ivy Academia’s belief system that drive its program: its core values, theory of change, and its academic model.

#### *Core Values*

- An unwavering belief in all students’ potential
- Passion for Excellence
- Personal Responsibility
- Respect for others and the community
- All stakeholders are empowered with knowledge of critical theory

#### *Theory of Change*

- Commitment to serving all students
- Effective staff
- Strong school leadership
- Culture of transparency, performance, and accountability

#### *Academic Model*

- Ensuring quality teaching and instruction
- Engendering a college-bound culture
- Eliminating barriers to learning
- Promoting entrepreneurial leadership and life skills
- Evolving with 21<sup>st</sup> century business standards and industry demands

Ivy Academia has a proven track record of successfully serving students from its surrounding neighborhoods and addresses the needs of students who have traditionally struggled in public schools. These students are achieving far greater results than comparable schools in standardized test scores, graduation rates, and college matriculation.

Ivy Academia boasts impressive results: For the past three years, 100% of seniors have fulfilled graduation requirements. Of these graduates, 85% are accepted into two- and four-year colleges and universities, and 25% pursue entrepreneurial-focused careers. These rates significantly surpass those students’ schools of residence.

As part of a comprehensive strategy to drive change and to attract and retain highly qualified faculty, Ivy Academia has developed a uniquely collaborative relationship with its certificated employee union. Teachers are collectively organized with United Teachers Los Angeles, as an affiliate of the California Teachers Association (“CTA”). Current Ivy Academia management and the union enjoy a positive, collaborative relationship focused on developing student lifelong learners, using shared core beliefs about student success.

Based on its record of performance, Ivy Academia has successfully implemented its educational program, which is clearly evidenced in its student growth and achievement. Ivy Academia is a high-quality option in the Northwest Valley of Los Angeles.

## **LCAP Highlights**

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

Key Goals for SY 2018-2019 include:

1. Increase academic achievement for all students so they are career/college ready upon graduation.
2. Engage parents, families, and key stakeholders to support student success in school.
3. Provide a safe and nurturing learning environment where all students are connected to their school community.

## Review of Performance

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

According to the most recent LCAP survey results, Ivy Academia made the great improvements in the following areas:

### Elementary

1. Student-Teacher Interaction
2. Increasing High Expectations
3. School Safety
4. Access to Technology

### Greatest Progress

### Secondary

1. Attention to Student Discipline
2. Access to Technology
3. Increasing High Expectations

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

### Greatest Needs

1. Math SBAC scores (exact score has not been yet calibrated by the State).
2. Suspension Rate. Student and staff exit interviews, combined with frequent input, reveal that student discipline has lacked considerably over the past several school years. It was shared by stakeholders that the lack of follow through on discipline prevented direct instruction and ultimately questioned school safety. Administration addressed this a priority this year. Although the LCAP survey reveals that discipline improved the greatest at the secondary level, the suspension rate raised as a result.
3. Closing the gap among Students With Disabilities and English Learners.
4. The LCAP survey also revealed that stakeholders believe the following areas of needed improvement are: a) Counselors; b) Extra-curricular activities; and c) Integration of school-wide Music/Arts program. As a result, the Charter recently hired a socio-emotional counselor, allocated resources to be used for more extra-curricular activities (stipends), and is seeking to hire two additional instructors in the areas of the Arts.

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

### Performance Gaps

Significant Subgroups, English Learner and Students With Disabilities, significantly under-perform on the CAASPP in ELA and Math. Leadership seeks to close this gap through implementing the following measures:

1. Double block ELA and Math intervention opportunities for SWD.
2. Hire three (3) paraeducators to assist with working with students in smaller groups.
3. Train staff on appropriate use of SDAIE strategies that are both culturally relevant and engaging.
4. Invest in EADMS/IO, an online program that will be used for monthly assessments to prepare students for quarterly benchmarks that are aligned to the CCSS, require students to practice responding to academically-driven questions that require greater levels of critical thinking, and are closely aligned to the SBAC. This program will be used daily to assist teachers with evaluating student mastery of concepts.

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

### Increased or Improved Services

1. Ensure highly qualified teachers, counselors, and staff.
2. Ensure teachers are trained in differentiation, engaging students, and using data to drive instruction.
3. Staff will review and implement effective SDAIE strategies for EL Learners. Similarly, additional review classes for ELA and Math will be made available to Students With Disabilities.
4. Technology will be made available to students both during and after school hours.
5. Mentoring and college academic counseling will be made readily available. A full-time socio-emotional counselor will provide services to students during the 2018-2019 school year.
6. Parents will be encouraged to participate in SSC, DELAC, and Parent Workshops. Translation services will be provided during these meetings.

## Budget Summary

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

**DESCRIPTION****AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$8,062,938

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$966,000

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

Overall, staff salaries and facility rental fees expenditures not included in the planned actions to meet the LCAP goals. These expenditures indirectly fund student achievement.

Total Projected LCFF Revenues for LCAP Year

\$8,175,691

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## Annual Update

### LCAP Year Reviewed: 2017-18

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

#### Goal 1

- Student achievement in English will increase by 3% from the 2016-2017 school year as determined by state testing and other assessments.
- Student achievement in Math will increase by 3% from the 2016-2017 school year as determined by state testing and other assessments.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate  
Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>There will be a 3% increase in students testing as having met or exceeded on ELA SBAC.</b></p> <p><b>2017-18</b> Students scoring as having met or exceeded standards on the ELA SBAC will increase by 3% above 2016-2017 scores.</p>	<p>The following 2017-18 SBAC scores reflect initial results and may be recalibrated by the State in the near future. The following reflects cohort change:</p> <p>Grade 3: N/A *First time taken</p> <p>Grade 4: +8%</p> <p>Grade 5: +11%</p> <p>Grade 6: +9%</p> <p>Grade 7: +5%</p> <p>Grade 8: +10%</p>

		Grade 11: N/A *First test since 8th.
<b>There will be a 3% increase in students testing as having met or exceeded on Math SBAC.</b>	<b>2017-18</b> Students scoring as having met or exceeded standards on the Math SBAC will increase 3% above 2016-2017 scores.	As previously stated in the first measurable outcome, the following reflects preliminary cohort results during the 2017 administration:  Grade 3: N/A *First time taken.  Grade 4: -1%  Grade 5: -22%  Grade 6: +9%  Grade 7: +4%  Grade 8: -9%  Grade 11: N/A * Test last taken in 8th grade.
<b>There will be a 5% increase in students having met or exceeded in Reading according to AimsWeb.</b>	<b>2017-18</b> Students scoring as having met or exceeded standards on benchmark testing will increase 5% above 2016-2017 scores.	AimsWeb was dismissed during the 2017-2018 school year in favor of NWEA, as the latter is more aligned with the Common Core State Standards.
<b>There will be an increase of at least 5% in Ivy's Reclassification Rate.</b>	<b>2017-18</b> There will be a 5% increase in the number of Reclassified students.	The Reclassification rate for English Learners was 25% during SY 2016-17.  <b>Initial Testing (CELDT Testing)</b>  4 out of 20 students tested (20%) were identified as IFEP (Initial Fluent English Proficient)  <b>Summative Testing (ELPAC Testing)</b>  Ivy received the ELPAC scores in mid-June of 2018 and EL Coordinators have reviewed the data and sent notification to parents to reclassify 62 out of the 96 students tested (64%). Coordinators are awaiting signed notifications from parents to complete reclassification.

### Actions / Services

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

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: English Learners, Foster Youth, Low Income	<b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: English Learners, Foster Youth, Low Income	4000-4999 Books and Supplies - LCFF: \$68,400 5000-5999 Services and Other Operating Expenses - LCFF: \$8,000 1000-1999 Certificated Salaries - LCFF: \$100,000	4000-4999 Books and Supplies - LCFF: \$40,000 5000-5999 Services and Other Operating Expenses - LCFF: \$10,000 1000-1999 Certificated Salaries - LCFF: \$30,000

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.1 Assure Core Classes, AP, and ELD Courses have credentialed teachers with textbooks, technology, resources, professional development, stipends and enrichment classes.</p>	<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>All core classes, AP, and ELD courses were taught by fully credentialed teachers. Additional stipends were provided to those who taught AP and ELD courses, and professional development was both provided and expenses covered when required off site.</p>	<p>4000-4999 Books and Supplies - LCFF: \$2,500</p> <p>4000-4999 Books and Supplies - LCFF: \$17,000</p>	<p>4000-4999 Books and Supplies - LCFF: \$2,000</p> <p>4000-4999 Books and Supplies - LCFF: \$10,000</p>
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**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.2 Assure Professional Development, Teacher Collaboration, Mentor Teachers, Induction Programs are provided to increase the most effective use of instructional strategies.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Each month the LEA offered professional development and teacher collaboration opportunities for faculty and staff. When applicable, faculty was required to attend. Additional off-site opportunities were paid for by the LEA.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$8,000</p> <p>1000-1999 Certificated Salaries - LCFF: \$5,000</p> <p>4000-4999 Books and Supplies - LCFF: \$5,500</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p> <p>1000-1999 Certificated Salaries - LCFF: \$5,000</p> <p>4000-4999 Books and Supplies - LCFF: \$3,000</p>

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.3 Provide intervention and enrichment via technology, technology infrastructure, hands-on experiences and direct instruction through After-School Tutoring, Computer Access, Math and English Labs.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>High school students were given access to credit recovery via APEX. All students were required to use online ELA and Math platforms for instructional intervention and review via iXL, Lexia, and Achieve 3000.</p>	<p>2000-2999 Classified Salaries - LCFF: \$21,000</p> <p>1000-1999 Certificated Salaries - LCFF: \$105,000</p> <p>4000-4999 Books and Supplies - LCFF: \$11,500</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$75,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$4,700</p>	<p>2000-2999 Classified Salaries - LCFF: \$15,000</p> <p>1000-1999 Certificated Salaries - LCFF: \$60,000</p> <p>4000-4999 Books and Supplies - LCFF: \$5,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$85,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$3,000</p>



## Analysis

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

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

Certificated, highly qualified faculty taught core, AP, and ELD courses. Due to budget cutbacks, the LEA was required to buy back faculty prep periods. Significant emphasis was placed on ensuring students were given access to practice on the SBAC interim assessments. Likewise, the implementation of NWEA provided staff a better understanding of nationally-normed student achievement. Teachers were provided monetary incentives to provide after-school tutoring to students in core subject areas. EL and SWD were required to participate in after-school tutoring when their grades fell below 70%.

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

ELA SBAC scores demonstrated general improvement. Math SBAC results, on the other hand, imply that there is further work to be completed. School-wide, students and faculty aggressively pursued measures to demonstrate improvement on SBAC. Strategies were enlisted through daily lessons to provide students tools that they could incorporate. Further, individual and grade level-wide incentives were offered to students for raising their SBAC scores 10% from the prior school year.

The consensus among administration and faculty leadership is that additional professional development time will be required to ensure greater common planning time and reflection of instructional effectiveness and student results.

In terms of Action #3, Technology, grades 5-8 and 10-12 received Chromebooks at one-to-one ratio. It is anticipated that Chromebook distribution will be completed during 2018-2019 when students in Grade 9 receive devices. As a result of the mass implementation of one-to-one devices, technology was identified as one of the greatest improvements made by Ivy during 2017-2018. Faculty members were trained by colleagues in their grade levels/departments on how to best integrate web-based programs into their curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to lower enrollment figures, the LEA was required to implement faculty and staff reduction-in-force. As a result, expenditures were less. The only area that increased significantly was online services. The LEA increased the enrollment of APEX, an online credit recovery program, so that high school students could immediately make up deficient courses.

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

AMO 1.3 projections were no longer valid as the LEA implemented a new benchmark platform that is more aligned to the CCSS. The LEA is working to identify a reasonable baseline using NWEA.

## Goal 2

Increase Positive School Climate.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Attendance will increase by .5%. 2017-18</b> Attendance will meet or exceed 94.5%.</p>	<p>2017-2018 Attendance Rate was 93.9%. It was .06 less than the anticipated goal.</p>

<p><b>At least 70% of all teachers will be using Capturing Kids' Hearts in the classroom.</b></p>	<p><b>2017-18</b> At least 73% of all teachers will be using Capturing Kids' Hearts in the classroom.</p>	<p>After reviewing faculty and staff summative evaluations, management reports that 85% of staff used dispositions found in Capturing Kids' Hearts daily.</p>
<p><b>90% or more of parents answering the Parent Survey will agree that Ivy encourages parent involvement.</b></p>	<p><b>2017-18</b> 92% or more of parents answering the Parent Survey will agree that Ivy encourages parent involvement.</p>	<p>New management chose to use a different survey that better closely aligned to the Charter's vision. One goal among students, staff and management was to improve student-teacher interaction, while improving the academic and school climate. Although not asked the same way, two of the top three improvements school-wide were increasing high expectations and improving student-teacher interaction.</p>
<p><b>Suspension Rate will be less than 5% with a disproportionality rate for African American students and Students with Disabilities less than 15%.</b></p>	<p><b>2017-18</b> African American students and Students with Disabilities less than 12%.</p>	<p>Although new management understands the noted metric, it is not agreed that the evaluation of the metric's effect can be witnessed only through African American and SWD suspension rates.</p> <p>Further, student and faculty exit interviews clearly indicated that the lack of administration following up on student discipline caused many to leave Ivy Academia. Discipline was identified as a significant concern among all stakeholders, and it was a frequent topic of discussion. As a result, stakeholders at the secondary level indicate that discipline has improved the most.</p>

### Actions / Services

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

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.1 Professional Development on Classroom Management and Student Engagement to include Capturing Kids' Hearts, Review 360, Ripple Effects, etc.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Professional development for each of these were included during monthly staff meetings and grade level/department meetings.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$17,000</p> <p>1000-1999 Certificated Salaries - LCFF: \$10,000</p> <p>2000-2999 Classified Salaries - LCFF: \$18,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$3,000</p> <p>1000-1999 Certificated Salaries - LCFF: \$0</p> <p>2000-2999 Classified Salaries - LCFF: \$0</p>

#### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.2 Meet or Exceed attendance and suspension rate goals by increased positive behavior support, incentive programs, student activities, and entrepreneurial education.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The 2017-2018 suspension rate increased to 7.67%. Despite this, a myriad of alternatives were used prior. These included Saturday School, after-school detention, lunch detention, campus beautification, in-school suspension, and Tardy Lockouts. Survey results and follow up conversations reveal that follow through of discipline by administration improved, and as a result, students and staff felt more supported, the learning environment improved, and the perception of school safety improved (as revealed in the stakeholder survey).</p>	<p>2000-2999 Classified Salaries - LCFF: \$9,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$25,000</p> <p>4000-4999 Books and Supplies - LCFF: \$14,000</p> <p>1000-1999 Certificated Salaries - LCFF: \$20,000</p>	<p>2000-2999 Classified Salaries - LCFF: \$0</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$0</p> <p>4000-4999 Books and Supplies - LCFF: \$0</p> <p>1000-1999 Certificated Salaries - LCFF: \$0</p>
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### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.3 Establish outreach to parents and community through translation, advertisement, parent workshops and student competitions.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Translation for events, meetings, and trainings was provided, when appropriate. Updates about the school community was provided through e-mail, social media, and media outlets.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$12,000</p> <p>1000-1999 Certificated Salaries - LCFF: \$20,000</p> <p>4000-4999 Books and Supplies - LCFF: \$2,500</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$12,000</p> <p>1000-1999 Certificated Salaries - LCFF: \$0</p> <p>4000-4999 Books and Supplies - LCFF: \$1,000</p>

### Analysis

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

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

Secondary administration increased attention on student discipline as a result of exit interviews and ongoing stakeholder concerns. Parent workshops outlining FAFSA and college application process were offered through the academic counselor. Students were rewarded for improved grades and student achievement scores through pep rallies, field trip incentives, and special assemblies. Translation was offered when appropriate.

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

According to social media records on Facebook, Ivy Academia increased its "likes" by 30% and its "followers" by 50% during 2017-2018. Increased accountability and increased higher academic expectations made significant strides as a result of increased activity and focus in this area by staff and administration.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Despite a reduction in force (RIF) due to reduced enrollment, the proposed activities listed in the actions required little to no financial resources, other than subscriptions to web-based services. Training was completed in-house by senior faculty during staff development days. As a result, stakeholders identified student-teacher interaction and increasing high expectations as two of the greatest improvements during the 2017-2018 school year.

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

New administration intends to maintain Goal 2; however, its AMO's and actions will be reidentified in an effort to better align to the different direction and scope with the Charter's vision.

### Goal 3

Increase College and Career Readiness.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

#### Annual Measurable Outcomes

	Expected	Actual
<b>35% of students will be identified 2017-18 as College &amp; Career Ready on Achieve 3000.</b>	37% of students will be identified as College and Career Ready on Achieve 3000.	18% of students were identified as College and Career Ready according to Achieve 3000. Achieve 3000 is a program that was not used with fidelity--Curriculum Council began the process to seek alternatives that would more accurately reflect college and career readiness.
<b>There will be a 2% increase in the 2017-18 number of 8-10th graders taking the PSAT.</b>	32% of 8-10th grade students will take the PSAT.	50% of 8-10th grade students took the PSAT.
<b>There will be at least 5% in the number of 11th grade students taking the SAT or ACT.</b>	<b>2017-18</b> 55% of 11th grade students will take the SAT and/or ACT.	Although 75% of 11th grade students demonstrated interested in taking the SAT/ACT by enrolling in the after-school SAT Prep course, the actual number of students who took or plan to take the exam(s) cannot be calculated at this time. Several intend to take the exam during Fall 2018.

**The percent of seniors applying to four year universities will increase each year.**

**2017-18**  
62% of seniors will apply and be accepted to a 4 year university.

78% of seniors applied to 4 year colleges and universities. Of these students, 90% were accepted to four year institutions.

### Actions / Services

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

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.1 SAT/ACT prep classes, college application seminars, and financial aid training will be offered to 11th-12th graders.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>A SAT prep course was offered for two months in the spring. The academic counselor provided one-on-one training and counseling to students and parents. This action was fulfilled in its entirety.</p>	<p>4000-4999 Books and Supplies - LCFF: \$14,000</p> <p>1000-1999 Certificated Salaries - LCFF: \$12,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$12,000</p> <p>4000-4999 Books and Supplies - LCFF: \$2,500</p>	<p>4000-4999 Books and Supplies - LCFF: \$3,000</p> <p>1000-1999 Certificated Salaries - LCFF: \$2,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$2,000</p> <p>4000-4999 Books and Supplies - LCFF: \$1,000</p>

#### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.2 Naviance will be purchased and used for students in grades 9-12th grade, and these students will meet a college counselor to review graduation requirements and map necessary courses needed to graduate.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Due to necessary budgetary cutbacks, Naviance was not purchased. All high school students met with the academic counselor concerning his/her academic grades at least once semesterly. Graduation requirements and plans were reviewed during parent workshops, classtime, and individually.</p>	<p>4000-4999 Books and Supplies - LCFF: \$35,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$8,000</p> <p>1000-1999 Certificated Salaries - LCFF: \$22,000</p> <p>4000-4999 Books and Supplies - LCFF: \$4,000</p>	<p>4000-4999 Books and Supplies - LCFF: \$0</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$0</p> <p>1000-1999 Certificated Salaries - LCFF: \$0</p> <p>4000-4999 Books and Supplies - LCFF: \$0</p>

#### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.3 The school will cover AP exam costs for those students receiving a "C" or above and has teacher recommendation in each AP course.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>All students who requested financial assistance to take the AP Exam had their fee covered.</p>	<p>4000-4999 Books and Supplies - LCFF: \$6,000</p> <p>4000-4999 Books and Supplies - LCFF: \$8,280</p> <p>1000-1999 Certificated Salaries - LCFF: \$60,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$3,000</p>	<p>4000-4999 Books and Supplies - LCFF: \$5,500</p> <p>4000-4999 Books and Supplies - LCFF: \$0</p> <p>1000-1999 Certificated Salaries - LCFF: \$10,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$0</p>

## Analysis

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

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

Overall, high school students were on track for meeting a-g requirements necessary for college application eligibility. A greater percentage of students took the PSAT in October than anticipated. Students frequently met with the academic counselor to review graduation progress and developing a pathway leading towards enrollment into a four year institution. The financial aid process, including scholarships, CalGrants, and other outside resources were shared with families in large settings as well as individual meetings.

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

The LEA well exceeded its target in each defined action. As a result, students are able to articulate the requirements necessary for a-g and graduation. This is well documented in the LCAP survey, where stakeholders identify increasing high academic expectations as one of the most significant areas of growth for the school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Much of the anticipated costs were less than expected. The academic counselor is a seasoned administrator who has a track record of assisting students through the requirements for a successful college application process--requirements from middle school through 12th grade. Expenses incurred were the result of SAT Prep, AP and PSAT fee coverage, and Achieve 3000.

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

This goal will be modified to better identify the new management's vision. As a baseline year, it is anticipated that these actions are customary. Rather, it is believed that a focus on instructional effectiveness, a revised goal for 2018-2019, will better serve the needs of students.

## Stakeholder Engagement

LCAP Year: 2018-19

### Involvement Process for LCAP and Annual Update

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

Due to Ivy Academia's small school size and family atmosphere, teacher, student, and parent input is easily attained. Students were asked about the LCAP goals in their classrooms, and they shared their input. Teachers provided the same input at staff and leadership meetings. Further, parents provided this information both during meetings with the new principal and surveys online. The culmination of this process for parents took place during regularly scheduled School Site Council meetings as well as parent meetings with the principals.

Further, during monthly meetings, the Board of Directors was informed of progress being made toward LCAP goals and how funds were allocated. These included a myriad of data disaggregated from student achievement, attendance, enrollment, discipline, budget, and facilities.

### Impact on LCAP and Annual Update

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

It was immediately evident that stakeholders consistently requested changes in similar areas, as outlined in the remaining action plan. These themes are reflected in Ivy Academia's 2018-2020 LCAP goals. Opportunities for further discussion were extremely helpful in identifying parent, student, and staff cohorts who share the commitment and vision of the Charter.

## Goals, Actions, & Services

Strategic Planning Details and Accountability  
Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

Modified Goal

### Goal 1

Increase academic achievement for all students so they are career/college ready upon graduation.

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

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

### Identified Need:

Decrease disparities in achievement gap among significant student groups, specifically English Learners and Students With Disabilities, provide opportunities for high achieving students to excel, increase participation and provide college and career pathways and guidance. Continue to implement all state standards (English Language Arts, Math, English Language Development, Health Education Content Standards, Physical Education Model Content Standards, Next Generation Science Standards, Visual and Performing Arts, World Language).

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																								
CAASPP Data	<p>1.1. % of students scoring "Met" or Exceeded"</p> <p><u>ELA</u></p> <table border="1"> <tr><td>Grade 3</td><td>56%</td></tr> <tr><td>Grade 4</td><td>36%</td></tr> <tr><td>Grade 5</td><td>35%</td></tr> <tr><td>Grade 6</td><td>50%</td></tr> <tr><td>Grade 7</td><td>42%</td></tr> <tr><td>Grade 8</td><td>36%</td></tr> <tr><td>Grade 11</td><td>56%</td></tr> </table> <p><u>Math</u></p> <table border="1"> <tr><td>Grade 3</td><td>50%</td></tr> <tr><td>Grade 4</td><td>22%</td></tr> <tr><td>Grade 5</td><td>16%</td></tr> <tr><td>Grade 6</td><td>33%</td></tr> <tr><td>Grade 7</td><td>46%</td></tr> </table>	Grade 3	56%	Grade 4	36%	Grade 5	35%	Grade 6	50%	Grade 7	42%	Grade 8	36%	Grade 11	56%	Grade 3	50%	Grade 4	22%	Grade 5	16%	Grade 6	33%	Grade 7	46%	Students scoring as having "Met" or "Exceeded" will increase by 3% above 2016-2017 scores.	Students scoring as having "Met" or "Exceeded" will increase by 3% above 2017-2018 scores.	Students scoring as having "Met" or "Exceeded" will increase by 3% above 2018-2019 scores.
Grade 3	56%																											
Grade 4	36%																											
Grade 5	35%																											
Grade 6	50%																											
Grade 7	42%																											
Grade 8	36%																											
Grade 11	56%																											
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Grade 4	22%																											
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Grade 6	33%																											
Grade 7	46%																											



	<table border="1"> <tr> <td>Grade 8</td> <td>26%</td> </tr> <tr> <td>Grade 11</td> <td>7%</td> </tr> </table>	Grade 8	26%	Grade 11	7%			
Grade 8	26%							
Grade 11	7%							
Reclassification Rate	The % of English Learners reclassified: 23%	Improve Increase the English Learner Reclassification Rate from 23% to 28%.	Improve Increase the English Learner Reclassification Rate from 28% to 33%.	Improve Increase the English Learner Reclassification Rate from 33% to 38%.				
AP Exam Pass Rate	The % of students with score of 3 or higher on one or more AP exams: 50%.	Increase percentage of students passing AP Exam with score of 3 or higher from 50% to 51%.	Increase percentage of students passing AP Exam with score of 3 or higher from 51% to 52%.	Increase percentage of students passing AP Exam with score of 3 or higher from 52% to 53%.				
EAP	Evaluate and refine baseline for % of 11th grade students determined college ready by EAP in ELA and Math.	Establish baseline data from ELA and Math results..						
ELPAC	As the state transitions from the CELDT to the ELPAC, there will be no baseline data until after the Summative ELPAC is administered in Spring 2018.	<p><b>Initial Testing (CELDT Testing)</b></p> <p>4 out of 20 students tested (20%) were identified as IFEP (Initial Fluent English Proficient)</p> <p><b>Summative Testing (ELPAC Testing)</b></p> <p>Ivy received the ELPAC scores in mid-June of 2018 and EL Coordinators have reviewed the data and sent notification to parents to reclassify 62 out of the 96 students tested (64%). Coordinators are awaiting signed notifications from parents to complete reclassification.</p>	After final parent signatures are returned, a new benchmark level will be established.					
A-G Completion Rate	% of graduates completing A-G requirements:87%.	Increase percentage of students who complete A-G requirements from 87% to 88%.	Increase percentage of students who complete A-G requirements from 88% to 89%.	Increase percentage of students who complete A-G requirements from 89% to 90%.				
Report Card Data	Although the data is available, it has never been disaggregated to reveal this information.	Establish baseline data from semesterly data.						

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

Students with Disabilities, Specific Student Group(s): English Learner

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

New Action
<p><b>1.1 Testing Support</b></p> <p>1.1a Provide CAASPP training and training materials to personnel involved with testing.</p> <p>1.1b Encourage 11th grade CAASPP participation.</p> <p>1.1c Provide CELDT and ELPAC training and training materials to personnel involved with testing.</p>

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

New Action
<p><b>1.1 Testing Support</b></p> <p>1.1a Provide CAASPP training, training materials, postage, and personnel to support CAASPP administration at sites.</p> <p>1.1b Encourage 11th grade CAASPP participation.</p> <p>1.1c Provide ELPAC training, training materials, and personnel to support ELPAC administration at sites</p>

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action
<p><b>1.1 Testing Support</b></p> <p>1.1a Provide CAASPP training, training materials, postage, and personnel to support CAASPP administration at sites.</p> <p>1.1b Encourage 11th grade CAASPP participation.</p> <p>1.1c Provide ELPAC training, training materials, and personnel to support ELPAC administration at sites.</p>

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF

Budget Reference

Certificated Salaries

Certificated Salaries

Certificated Salaries

**Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	New Action	New Action
<p><b>1.2 Support for EL, Low Income and Foster Youth</b></p> <p>1.2a Provide designated and integrated ELD instruction during school day.</p> <p>1.2b Provide before, during, and/or after school interventions as recommended by classroom teachers.</p> <p>1.2c Encourage summer school opportunities.</p> <p>* Special Education (TK-12)</p> <p>1.2d Designate a Teacher Coordinator to provide ELD coaching and support to teachers with ELD standards and instructional strategies.</p> <p>1.2e Provide EL Academic Liaison for middle and high school students.</p> <p>1.2f Maintain academic and socio-emotional counselor for EL/RFEP, Foster Youth, and SWD students.</p> <p>1.2g Monitor student progress through teacher</p>	<p><b>1.2 Support for EL, Low Income and Foster Youth</b></p> <p>1.2a Provide designated and integrated ELD instruction during school day.</p> <p>1.2b Provide before, during, and/or after school interventions as recommended by classroom teachers.</p> <p>1.2c Encourage summer school opportunities.</p> <p>* Special Education (TK-12)</p> <p>1.2d Designate a Teacher Coordinator to provide ELD coaching and support to teachers with ELD standards and instructional strategies.</p> <p>1.2e Provide EL Academic Liaison for middle and high school students.</p> <p>1.2f Maintain academic and socio-emotional counselor for EL/RFEP, Foster Youth, and SWD students.</p> <p>1.2g Monitor student progress through teacher</p>	<p><b>1.2 Support for EL, Low Income and Foster Youth</b></p> <p>1.2a Provide designated and integrated ELD instruction during school day.</p> <p>1.2b Provide before, during, and/or after school interventions as recommended by classroom teachers.</p> <p>1.2c Encourage summer school opportunities.</p> <p>* Special Education (TK-12)</p> <p>1.2d Designate a Teacher Coordinator to provide ELD coaching and support to teachers with ELD standards and instructional strategies.</p> <p>1.2e Provide EL Academic Liaison for middle and high school students.</p> <p>1.2f Maintain academic and socio-emotional counselor for EL/RFEP, Foster Youth, and SWD students.</p> <p>1.2g Monitor student progress through teacher</p>

collaboration (PLC) meetings.  1.2h Maintain additional hours for bilingual counselor/translator for parent outreach.  1.2i 0.Administrative Services Director for ELAC.  1.2j Data Specialist to collect data and monitor at-risk student progress.  1.2k Provide one full day of inservice training, that will specifically focus on instructional strategies to meet the needs of unduplicated student groups.	collaboration (PLC) meetings.  1.2h Maintain additional hours for bilingual counselor/translator for parent outreach.  1.2i 0.Administrative Services Director for ELAC.  1.2j Data Specialist to collect data and monitor at-risk student progress.  1.2k Provide one full day of inservice training, that will specifically focus on instructional strategies to meet the needs of unduplicated student groups.	collaboration (PLC) meetings.  1.2h Maintain additional hours for bilingual counselor/translator for parent outreach.  1.2i 0.Administrative Services Director for ELAC.  1.2j Data Specialist to collect data and monitor at-risk student progress.  1.2k Provide one full day of inservice training, that will specifically focus on instructional strategies to meet the needs of unduplicated student groups.
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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$50,000	\$50,000	\$50,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Academic COounselor	Certificated Salaries; Academic COounselor	Certificated Salaries; Academic COounselor
Amount	\$0	\$150,000	\$150,000
Source		LCFF	LCFF
Budget Reference		Classified Salaries; Additional paraeducators to assist SAI Department.	Classified Salaries; Additional paraeducators to assist SAI Department.
Amount	\$3,000	\$6,000	\$6,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Translator services	Classified Salaries; Translator services	Classified Salaries; Translator services
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

### Action 3

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action	New Action	New Action
<p><b>1.3 Services for High Achieving Students</b></p> <p>1.3a Frequently review academic calendar to ensure additional instructional days prior to AP Tests.</p> <p>1.3b Offer Pre-AP and AP Parent Nights to review A-G requirements and benefits of AP course work and college admission.</p> <p>1.3c Maintain additional accelerated math courses in 7th, 8th, and 9th grades.</p> <p>1.3d Explore additional high school honors and AP courses.</p> <p>1.3e Continue to cluster high achieving students in elementary classrooms.</p> <p>1.3f Continue to develop GATE program.</p> <p>1.3g Continue to provide research data base for College Prep and Advanced Placement courses.</p>	<p><b>1.3 Services for High Achieving Students</b></p> <p>1.3a Frequently review academic calendar to ensure additional instructional days prior to AP Tests.</p> <p>1.3b Offer Pre-AP and AP Parent Nights to review A-G requirements and benefits of AP course work and college admission.</p> <p>1.3c Maintain additional accelerated math courses in 7th, 8th, and 9th grades.</p> <p>1.3d Explore additional high school honors and AP courses.</p> <p>1.3e Continue to cluster high achieving students in elementary classrooms.</p> <p>1.3f Continue to develop GATE program.</p> <p>1.3g Continue to provide research data base for College Prep and Advanced Placement courses.</p>	<p><b>1.3 Services for High Achieving Students</b></p> <p>1.3a Frequently review academic calendar to ensure additional instructional days prior to AP Tests.</p> <p>1.3b Offer Pre-AP and AP Parent Nights to review A-G requirements and benefits of AP course work and college admission.</p> <p>1.3c Maintain additional accelerated math courses in 7th, 8th, and 9th grades.</p> <p>1.3d Explore additional high school honors and AP courses.</p> <p>1.3e Continue to cluster high achieving students in elementary classrooms.</p> <p>1.3f Continue to develop GATE program.</p> <p>1.3g Continue to provide research data base for College Prep and Advanced Placement courses.</p>

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; AP Training	Certificated Salaries; AP Training	Certificated Salaries; AP Training
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF

Budget Reference	Certificated Salaries; AP Stipends	Certificated Salaries; AP Stipends	Certificated Salaries; AP Stipends
Amount	\$15,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; GATE Materials	Books and Supplies; GATE Materials	Books and Supplies; GATE Materials

**Action 4**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
<input type="text"/>	<input type="text"/>

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
<input type="text" value="English Learners, Foster Youth, Low Income"/>	<input type="text" value="LEA-wide"/>	<input type="text" value="All Schools"/>

**Actions/Services**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
<input type="text" value="New Action"/>	<input type="text" value="New Action"/>	<input type="text" value="New Action"/>
<p><b>1.4 Support for Student Proficiency in ELA and Math</b></p> <p>1.4a Provide supplemental support for implementation of CA State Standards to ensure unduplicated student groups meet CA School Dashboard academic indicators.</p> <p>1.4b Provide Rtl for unduplicated student groups not meeting grade level standards and ensure smaller class size during targeted intervention time.</p> <p>1.4c Provide individualized practice and remediation principally for unduplicated student groups to assist in closing the achievement gap.</p>	<p><b>1.4 Support for Student Proficiency in ELA and Math</b></p> <p>1.4a Provide supplemental support for implementation of CA State Standards to ensure unduplicated student groups meet CA School Dashboard academic indicators.</p> <p>1.4b Provide Rtl for unduplicated student groups not meeting grade level standards and ensure smaller class size during targeted intervention time.</p> <p>1.4c Provide individualized practice and remediation principally for unduplicated student groups to assist in closing the achievement gap.</p>	<p><b>1.4 Support for Student Proficiency in ELA and Math</b></p> <p>1.4a Provide supplemental support for implementation of CA State Standards to ensure unduplicated student groups meet CA School Dashboard academic indicators.</p> <p>1.4b Provide Rtl for unduplicated student groups not meeting grade level standards and ensure smaller class size during targeted intervention time.</p> <p>1.4c Provide individualized practice and remediation principally for unduplicated student groups to assist in closing the achievement gap.</p>

<p>*Special Education</p> <p>*English Learners</p> <p>1.4d Provide before, during, and/or after school interventions principally for unduplicated student groups, as recommended by classroom teachers, to increase grade level mastery of standards.</p> <p>1.4e Provide professional development and time for unit planning in all subject areas to prepare staff to meet the needs of unduplicated student groups.</p> <p>1.4f Develop and refine academic themes to ensure unduplicated student groups have opportunities to engage in additional enriching experiences.</p> <p>1.4g Monitor unduplicated student progress through teacher collaboration (PLC) meetings.</p>	<p>*Special Education</p> <p>*English Learners</p> <p>1.4d Provide before, during, and/or after school interventions principally for unduplicated student groups, as recommended by classroom teachers, to increase grade level mastery of standards.</p> <p>1.4e Provide professional development and time for unit planning in all subject areas to prepare staff to meet the needs of unduplicated student groups.</p> <p>1.4f Develop and refine academic themes to ensure unduplicated student groups have opportunities to engage in additional enriching experiences.</p> <p>1.4g Monitor unduplicated student progress through teacher collaboration (PLC) meetings.</p>	<p>*Special Education</p> <p>*English Learners</p> <p>1.4d Provide before, during, and/or after school interventions principally for unduplicated student groups, as recommended by classroom teachers, to increase grade level mastery of standards.</p> <p>1.4e Provide professional development and time for unit planning in all subject areas to prepare staff to meet the needs of unduplicated student groups.</p> <p>1.4f Develop and refine academic themes to ensure unduplicated student groups have opportunities to engage in additional enriching experiences.</p> <p>1.4g Monitor unduplicated student progress through teacher collaboration (PLC) meetings.</p>
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**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; After-School Tutoring Stipends	Certificated Salaries; After-School Tutoring Stipends	Certificated Salaries; After-School Tutoring Stipends
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Professional Development from Outside Vendors	Services and Other Operating Expenses; Professional Development from Outside Vendors	Services and Other Operating Expenses; Professional Development from Outside Vendors
Amount	\$50,000	\$50,000	\$50,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Web-based programs geared at academic enrichment and intervention.	Services and Other Operating Expenses; Web-based programs geared at academic enrichment and intervention.	Services and Other Operating Expenses; Web-based programs geared at academic enrichment and intervention.

**Action 5**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action	New Action	New Action
<p><b>1.5 Support for Student Proficiency in all academic areas</b></p> <p>1.5a Provide supplemental support for implementation of CA State Standards to ensure unduplicated student groups meet CA School Dashboard academic indicators.</p> <p>1.5b Monitor unduplicated student progress through bi-monthly teacher collaboration (PLC) meetings.</p> <p>1.5c Provide before, during, or after-school interventions principally for unduplicated student groups, as recommended by classroom teachers, to increase grade level mastery of standards.</p> <p>1.5d Provide professional development and time for unit planning in all subject areas to prepare staff to meet the needs of unduplicated student groups.</p> <p>1.5e Provide Teacher Leader time in math to assist teachers with unit design, instructional strategies, and implementation of the CA State Standards, to principally support unduplicated student groups.</p> <p>1.5f Specifically provide hourly math tutoring support in the area of mathematics.</p> <p>1.5g Utilize secondary principals and assistant principals to monitor and oversee the development of school-wide academic programs to target students identified as English Learners, Socioeconomically</p>	<p><b>1.5 Support for Student Proficiency in all academic areas</b></p> <p>1.5a Provide supplemental support for implementation of CA State Standards to ensure unduplicated student groups meet CA School Dashboard academic indicators.</p> <p>1.5b Monitor unduplicated student progress through bi-monthly teacher collaboration (PLC) meetings.</p> <p>1.5c Provide before, during, or after-school interventions principally for unduplicated student groups, as recommended by classroom teachers, to increase grade level mastery of standards.</p> <p>1.5d Provide professional development and time for unit planning in all subject areas to prepare staff to meet the needs of unduplicated student groups.</p> <p>1.5e Provide Teacher Leader time in math to assist teachers with unit design, instructional strategies, and implementation of the CA State Standards, to principally support unduplicated student groups.</p> <p>1.5f Specifically provide hourly math tutoring support in the area of mathematics.</p> <p>1.5g Utilize secondary principals and assistant principals to monitor and oversee the development of school-wide academic programs to target students identified as English Learners, Socioeconomically</p>	<p><b>1.5 Support for Student Proficiency in all academic areas</b></p> <p>1.5a Provide supplemental support for implementation of CA State Standards to ensure unduplicated student groups meet CA School Dashboard academic indicators.</p> <p>1.5b Monitor unduplicated student progress through bi-monthly teacher collaboration (PLC) meetings.</p> <p>1.5c Provide before, during, or after-school interventions principally for unduplicated student groups, as recommended by classroom teachers, to increase grade level mastery of standards.</p> <p>1.5d Provide professional development and time for unit planning in all subject areas to prepare staff to meet the needs of unduplicated student groups.</p> <p>1.5e Provide Teacher Leader time in math to assist teachers with unit design, instructional strategies, and implementation of the CA State Standards, to principally support unduplicated student groups.</p> <p>1.5f Specifically provide hourly math tutoring support in the area of mathematics.</p> <p>1.5g Utilize secondary principals and assistant principals to monitor and oversee the development of school-wide academic programs to target students identified as English Learners, Socioeconomically</p>



Disadvantaged and Foster Youth. 1.5h Provide credit recovery opportunities at the end of the second semester of 9th grade.	Disadvantaged and Foster Youth. 1.5h Provide credit recovery opportunities at the end of the second semester of 9th grade.	Disadvantaged and Foster Youth. 1.5h Provide credit recovery opportunities at the end of the second semester of 9th grade.
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**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Stipends for Teacher Leaders/Mentoring	Certificated Salaries; Stipends for Teacher Leaders/Mentoring	Certificated Salaries; Stipends for Teacher Leaders/Mentoring
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Professional Development from Outside Vendors	Services and Other Operating Expenses; Professional Development from Outside Vendors	Services and Other Operating Expenses; Professional Development from Outside Vendors

**Action 6**

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

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

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income) <input type="text"/>	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) <input type="text"/>	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text"/>
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**Actions/Services**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action

<p><b>1.6 A-G Requirements</b></p> <p>1.6a Provide 1:1 registration time for all students by guidance counselors.</p> <p>1.6b Schedule grade level visits by guidance counselors.</p> <p>1.6c Assign faculty mentors to monitor student progress.</p> <p>1.6d Provide frequent, ongoing professional development to faculty regarding meeting college readiness and college application requirements.</p> <p>1.6e Counselors to encourage student participation on PSAT, SAT, and ACT.</p> <p>1.6f Provide quarterly and semesterly informational meetings regarding meeting a-g requirements and college readiness.</p>	<p><b>1.6 A-G Requirements</b></p> <p>1.6a Provide 1:1 registration time for all students by guidance counselors.</p> <p>1.6b Schedule grade level visits by guidance counselors.</p> <p>1.6c Assign faculty mentors to monitor student progress.</p> <p>1.6d Provide frequent, ongoing professional development to faculty regarding meeting college readiness and college application requirements.</p> <p>1.6e Counselors to encourage student participation on PSAT, SAT, and ACT.</p> <p>1.6f Provide quarterly and semesterly informational meetings regarding meeting a-g requirements and college readiness.</p>	<p><b>1.6 A-G Requirements</b></p> <p>1.6a Provide 1:1 registration time for all students by guidance counselors.</p> <p>1.6b Schedule grade level visits by guidance counselors.</p> <p>1.6c Assign faculty mentors to monitor student progress.</p> <p>1.6d Provide frequent, ongoing professional development to faculty regarding meeting college readiness and college application requirements.</p> <p>1.6e Counselors to encourage student participation on PSAT, SAT, and ACT.</p> <p>1.6f Provide quarterly and semesterly informational meetings regarding meeting a-g requirements and college readiness.</p>
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**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$6,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; AP Fee Waivers	Services and Other Operating Expenses; AP Fee Waivers	Services and Other Operating Expenses; AP Fee Waivers
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; PSAT/SAT Fee Waivers	Services and Other Operating Expenses; PSAT/SAT Fee Waivers	Services and Other Operating Expenses; PSAT/SAT Fee Waivers
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Professional Development	Services and Other Operating Expenses; Professional Development	Services and Other Operating Expenses; Professional Development

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

	New Goal
<b>Goal 2</b>	Engage parents, families, and key stakeholders to support student success in school.

**State and/or Local Priorities Addressed**

State Priorities: 3. Parent involvement; 4. Pupil achievement  
Local Priorities:

by this goal:

Identified Need:

Increase stakeholder involvement in the educational process, especially as all students and staff unify at one campus in January 2019.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
DELAC Meetings	Attendance at DELAC meetings as measured by District calendars, stakeholder attendance/sign-in sheets.	Although meetings were held, data this data was not disaggregated to provide this information.	Create a baseline of DELAC attendance meetings attended by stakeholders.	
Participation in LCAP Surveys	Participation in LCA survey by parents and staff as measured by stakeholder surveys.	A baseline was not established.	Establish a baseline from which these surveys are provided.	
School Site Council	Attendance of SSC meetings as measured by District calendars, stakeholder attendance/sign-in sheets.	Although data was collected, it was not disaggregated to reveal this data.	Establish a baseline that reflects this data.	
Principal Coffee Meetings	Attendance at Principal Coffee meetings as measured by District calendars, stakeholder attendance/sign-in sheets.	Sign-in sheets were not required.	Establish a baseline using sign-in sheets.	
College Readiness Workshops	Attendance at College Readiness Workshops as measured by District calendars, stakeholder attendance/sign-in sheets.	Although these workshops were provided, no sign-in sheets were recorded.	Establish a baseline for attendance based on sign-in sheets.	

**Planned Actions / Services**

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

**Action 1**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income) <input type="text"/>	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) <input type="text"/>	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text"/>
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**Actions/Services**

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
<b>2.1 All Stakeholders</b>  2.1a Invite representatives to LCAP Parent Advisory Committee (PAC).  2.1b Schedule four LCAP PAC meetings which include input on draft LCAP.  2.1c Utilize on-line LCAP stakeholder input survey for all stakeholders groups.  2.1d Encourage attendance at School Site Council (SSC) meetings.  2.1e Increase participation in iPLG parent group.  2.1f Superintendent or designee attends local Chamber of Commerce, Rotary, Kiwanis, iPLG, and Boys and Girls Club to share information and seek input.  2.1g Seek feedback from bargaining unit members regarding professional development needs.  2.1h Solicit input from teachers regarding curriculum adoptions.  2.1i Maintain an updated district calendar with school activities posted on the LEA's website.  2.1j Participate in Family Engagement workshops opportunities.  2.1k Increase the number of parents taking LCAP survey.  2.1l Invite representatives to LCFF Stakeholder Advisory Committee.  2.1m Schedule a minimum of four LCFF Stakeholder Advisory Committee	<b>2.1 All Stakeholders</b>  2.1a Invite representatives to LCAP Parent Advisory Committee (PAC).  2.1b Schedule four LCAP PAC meetings which include input on draft LCAP.  2.1c Utilize on-line LCAP stakeholder input survey for all stakeholders groups.  2.1d Encourage attendance at School Site Council (SSC) meetings.  2.1e Increase participation in iPLG parent group.  2.1f Superintendent or designee attends local Chamber of Commerce, Rotary, Kiwanis, iPLG, and Boys and Girls Club to share information and seek input.  2.1g Seek feedback from bargaining unit members regarding professional development needs.  2.1h Solicit input from teachers regarding curriculum adoptions.  2.1i Maintain an updated district calendar with school activities posted on the LEA's website.  2.1j Participate in Family Engagement workshops opportunities.  2.1k Increase the number of parents taking LCAP survey.  2.1l Invite representatives to LCFF Stakeholder Advisory Committee.  2.1m Schedule a minimum of four LCFF Stakeholder Advisory Committee	<b>2.1 All Stakeholders</b>  2.1a Invite representatives to LCAP Parent Advisory Committee (PAC).  2.1b Schedule four LCAP PAC meetings which include input on draft LCAP.  2.1c Utilize on-line LCAP stakeholder input survey for all stakeholders groups.  2.1d Encourage attendance at School Site Council (SSC) meetings.  2.1e Increase participation in iPLG parent group.  2.1f Superintendent or designee attends local Chamber of Commerce, Rotary, Kiwanis, iPLG, and Boys and Girls Club to share information and seek input.  2.1g Seek feedback from bargaining unit members regarding professional development needs.  2.1h Solicit input from teachers regarding curriculum adoptions.  2.1i Maintain an updated district calendar with school activities posted on the LEA's website.  2.1j Participate in Family Engagement workshops opportunities.  2.1k Increase the number of parents taking LCAP survey.  2.1l Invite representatives to LCFF Stakeholder Advisory Committee.  2.1m Schedule a minimum of four LCFF Stakeholder Advisory Committee

meetings which include input on draft budget.	meetings which include input on draft budget.	meetings which include input on draft budget.
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**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Translation Services	Classified Salaries; Translation Services	Classified Salaries; Translation Services
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Outside Professional Development Vendors	Services and Other Operating Expenses; Outside Professional Development Vendors	Services and Other Operating Expenses; Outside Professional Development Vendors
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Materials for Workshops	Books and Supplies; Materials for Workshops	Books and Supplies; Materials for Workshops

**Action 2**

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

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

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income) <input type="text" value="English Learners"/>	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) <input type="text" value="LEA-wide"/>	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="All Schools"/>
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**Actions/Services**

**2017-18**  
Select from New Action, Modified Action, or Unchanged Action:

**2018-19**  
Select from New Action, Modified Action, or Unchanged Action:

**2019-20**  
Select from New Action, Modified Action, or Unchanged Action:

New Action	New Action	New Action
<b>2.2 Parents of English Learners</b> 2.2a Increase participation in DELAC meetings. 2.2b Schedule three DELAC meetings which include input on draft LCAP. 2.2c Increase participation at school site level by providing translators (iPLG, SSC, DELAC). 2.2d Increase meeting attendance listed above through personal outreach.	<b>2.2 Parents of English Learners</b> 2.2a Increase participation in DELAC meetings. 2.2b Schedule three DELAC meetings which include input on draft LCAP. 2.2c Increase participation at school site level by providing translators (iPLG, SSC, DELAC). 2.2d Increase meeting attendance listed above through personal outreach.	<b>2.2 Parents of English Learners</b> 2.2a Increase participation in DELAC meetings. 2.2b Schedule three DELAC meetings which include input on draft LCAP. 2.2c Increase participation at school site level by providing translators (iPLG, SSC, DELAC). 2.2d Increase meeting attendance listed above through personal outreach.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Translation Services	Classified Salaries; Translation Services	Classified Salaries; Translation Services

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

New Action

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

New Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action

<b>2.3 School Site Council</b> 2.3a Increase participation in SSC meetings 2.2b Schedule three SSC meetings which include input on draft LCAP. 2.2c Increase meeting attendance listed above through personal outreach.	<b>2.3 School Site Council</b> 2.3a Increase participation in SSC meetings 2.2b Schedule three SSC meetings which include input on draft LCAP. 2.2c Increase meeting attendance listed above through personal outreach.	<b>2.3 School Site Council</b> 2.3a Increase participation in SSC meetings 2.2b Schedule three SSC meetings which include input on draft LCAP. 2.2c Increase meeting attendance listed above through personal outreach.
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**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Other; General Fund, if necessary	Other; General Fund, if necessary	Other; General Fund, if necessary

**Action 4**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups) <input type="text" value="All"/>	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="All Schools"/>
--	---

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income) <input type="text"/>	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) <input type="text"/>	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text"/>
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**Actions/Services**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
<b>2.4 Principal Coffee Meetings</b> 2.4a Increase participation at Principal Coffee meetings	<b>2.4 Principal Coffee Meetings</b> 2.4a Increase participation at Principal Coffee meetings	<b>2.4 Principal Coffee Meetings</b> 2.4a Increase participation at Principal Coffee meetings

2.4b Increase meeting attendance listed above through personal outreach.	2.4b Increase meeting attendance listed above through personal outreach.	2.4b Increase meeting attendance listed above through personal outreach.
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**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Translation Services	Classified Salaries; Translation Services	Classified Salaries; Translation Services
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Materials and Food	Services and Other Operating Expenses; Materials and Food	Services and Other Operating Expenses; Materials and Food

**Action 5**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
<b>2.5 Family College Readiness Workshops</b> 2.5a Increase participation at these quarterly/semesterly workshops.	<b>2.5 Family College Readiness Workshops</b> 2.5a Increase participation at these quarterly/semesterly workshops.	<b>2.5 Family College Readiness Workshops</b> 2.5a Increase participation at these quarterly/semesterly workshops.



2.5b Increase meeting attendance listed above through personal outreach.	2.5b Increase meeting attendance listed above through personal outreach.	2.5b Increase meeting attendance listed above through personal outreach.
2.5c Seek input for ways to better serve stakeholders. Continue to use interpreters.	2.5c Seek input for ways to better serve stakeholders. Continue to use interpreters.	2.5c Seek input for ways to better serve stakeholders. Continue to use interpreters.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Translation Services	Classified Salaries; Translation Services	Classified Salaries; Translation Services
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Materials and Food	Books and Supplies; Materials and Food	Books and Supplies; Materials and Food

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

Modified Goal

**Goal 3**

Provide a safe, nurturing learning environment where all students are connected to their school community.

**State and/or Local Priorities Addressed by this goal:**

State Priorities: 5. Pupil engagement; 6. School climate; 7. Course access  
Local Priorities:

**Identified Need:**

Maintain and improve school climate, while increasing student support services.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate	Suspension Rate: 3%.	Decrease number of suspensions/expulsions by 0.2% from 3% to 2.8%.  Note: In order to align with the new CA School Dashboard calculation of suspension rate, suspension rate is calculated based on the unduplicated count of students with one or more suspensions.	Decrease number of suspensions/expulsions from new baseline at secondary 0.2% from results.  Note: Student and staff exit interviews, combined with frequent input demonstrated that lack of student discipline was one of the primary reasons students exited the	

			Charter.	
Attendance Rate	Attendance Rate: 94%.	Increase attendance rates by 0.5%.	Increase attendance rates by 0.5%.	Increase attendance rates by 0.5%.
Drop-Out Rate	Middle school dropout rate of 0.0%	Maintain middle school dropout rate of 0.0%.	Maintain middle school dropout rate of 0.0%.	Maintain middle school dropout rate of 0.0%.
Drop-Out Rate	High School Drop-Out Rate: 2%	Decrease high school dropout rate by 0.2% from 2% to 1.8%.	Decrease drop-out rate from 1.8% TO 1.6%	Decrease drop-out rate from 1.6% to 1.4%.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

**3.1 Suspensions/Expulsions To continue to maintain a High or Very High suspension rate status on the CA School Dashboard, the actions/services below will be provided to our unduplicated student groups and students with disabilities.**

**3.1 Suspensions/Expulsions To continue to maintain a High or Very High suspension rate status on the CA School Dashboard, the actions/services below will be provided to our unduplicated student groups and students with disabilities.**

**3.1 Suspensions/Expulsions To continue to maintain a High or Very High suspension rate status on the CA School Dashboard, the actions/services below will be provided to our unduplicated student groups and students with disabilities.**

<p>3.1a Monitor unduplicated and special education student suspension data to ensure compliance with LEA discipline plan.</p> <p>3.1b Maintain elementary and secondary counselors to meet social and emotional needs principally directed towards unduplicated student groups.</p> <p>3.1c Administration, along with law enforcement, promote positive school climate and to conduct classroom visits and home visits to educate principally for unduplicated student groups and families, in order to increase connectivity to school and reduce suspensions.</p> <p>3.1d Teach rules and expectations through discipline assemblies and classroom visits by APs and counselors.</p> <p>3.1e Employ deans to provide behavioral interventions and support, principally directed towards unduplicated student groups.</p> <p>3.1f Seek alternative means to reduce incidents of discipline that may lead to suspension/expulsion.</p>	<p>3.1a Monitor unduplicated and special education student suspension data to ensure compliance with LEA discipline plan.</p> <p>3.1b Maintain elementary and secondary counselors to meet social and emotional needs principally directed towards unduplicated student groups.</p> <p>3.1c Administration, along with law enforcement, promote positive school climate and to conduct classroom visits and home visits to educate principally for unduplicated student groups and families, in order to increase connectivity to school and reduce suspensions.</p> <p>3.1d Teach rules and expectations through discipline assemblies and classroom visits by APs and counselors.</p> <p>3.1e Employ deans to provide behavioral interventions and support, principally directed towards unduplicated student groups.</p> <p>3.1f Seek alternative means to reduce incidents of discipline that may lead to suspension/expulsion.</p>	<p>3.1a Monitor unduplicated and special education student suspension data to ensure compliance with LEA discipline plan.</p> <p>3.1b Maintain elementary and secondary counselors to meet social and emotional needs principally directed towards unduplicated student groups.</p> <p>3.1c Administration, along with law enforcement, promote positive school climate and to conduct classroom visits and home visits to educate principally for unduplicated student groups and families, in order to increase connectivity to school and reduce suspensions.</p> <p>3.1d Teach rules and expectations through discipline assemblies and classroom visits by APs and counselors.</p> <p>3.1e Employ deans to provide behavioral interventions and support, principally directed towards unduplicated student groups.</p> <p>3.1f Seek alternative means to reduce incidents of discipline that may lead to suspension/expulsion.</p>
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**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Saturday School Stipends	Certificated Salaries; Saturday School Stipends	Certificated Salaries; Saturday School Stipends
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; After-School Stipends	Certificated Salaries; After-School Stipends	Certificated Salaries; After-School Stipends
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Professional Development/Assemblies from Outside Vendors	Services and Other Operating Expenses; Professional Development/Assemblies from Outside Vendors	Services and Other Operating Expenses; Professional Development/Assemblies from Outside Vendors
Amount	\$80,000	\$80,000	\$80,000
Source	LCFF	LCFF	LCFF

Budget Reference	Certificated Salaries; Discipline Dean	Certificated Salaries; Discipline Dean	Certificated Salaries; Discipline Dean
Amount	\$80,000	\$80,000	\$80,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Socio-emotional Counselor	Certificated Salaries; Socio-emotional Counselor	Certificated Salaries; Socio-emotional Counselor

**Action 2**

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

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

OR

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

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

**Actions/Services**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
<p><b>3.2 Attendance Rates</b></p> <p>3.2a Utilize School Messenger and personal phone calls to notify parents.</p> <p>3.2b Schedule monthly School Attendance Review Board (SARB) meetings.</p> <p>3.2c Utilize the Attendance Outreach Technician to make individual contacts with truant students and their families.</p> <p>3.2d Written notification of truancy provided by site administrators.</p> <p>3.2e Offer good attendance incentives at the site level.</p>	<p><b>3.2 Attendance Rates</b></p> <p>3.2a Utilize School Messenger and personal phone calls to notify parents.</p> <p>3.2b Schedule monthly School Attendance Review Board (SARB) meetings.</p> <p>3.2c Utilize the Attendance Outreach Technician to make individual contacts with truant students and their families.</p> <p>3.2d Written notification of truancy provided by site administrators.</p> <p>3.2e Offer good attendance incentives at the site level.</p>	<p><b>3.2 Attendance Rates</b></p> <p>3.2a Utilize School Messenger and personal phone calls to notify parents.</p> <p>3.2b Schedule monthly School Attendance Review Board (SARB) meetings.</p> <p>3.2c Utilize the Attendance Outreach Technician to make individual contacts with truant students and their families.</p> <p>3.2d Written notification of truancy provided by site administrators.</p> <p>3.2e Offer good attendance incentives at the site level.</p>

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Translation Services	Classified Salaries; Translation Services	Classified Salaries; Translation Services
Amount	\$50,000	\$50,000	\$50,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Incentives: Tangible Rewards and Positive Academic/Behavioral Assemblies	Services and Other Operating Expenses; Incentives: Tangible Rewards and Positive Academic/Behavioral Assemblies	Services and Other Operating Expenses; Incentives: Tangible Rewards and Positive Academic/Behavioral Assemblies

**Action 3**

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

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

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

<p><b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)</p> <input type="text" value="English Learners, Foster Youth, Low Income"/>	<p><b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <input type="text" value="LEA-wide"/>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <input type="text" value="All Schools"/>
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**Actions/Services**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
<p><b>3.3 Activities to Increase Student Engagement</b></p> <p>3.3a Encourage students to participate in lunch time clubs and intramurals.</p> <p>3.3b Encourage students to participate in after-school and lunch-time extra-curricular activities</p>	<p><b>3.3 Activities to Increase Student Engagement</b></p> <p>3.3a Encourage students to participate in lunch time clubs and intramurals.</p> <p>3.3b Encourage students to participate in after-school and lunch-time extra-curricular activities</p>	<p><b>3.3 Activities to Increase Student Engagement</b></p> <p>3.3a Encourage students to participate in lunch time clubs and intramurals.</p> <p>3.3b Encourage students to participate in after-school and lunch-time extra-curricular activities</p>

such as individual and team sports, academic honors programs, volunteer activities, and other annually developed student-led clubs.  * Advertise activities to students and parents through newsletters, flyers, school postings, website postings, automated phone calls, etc.  3.3c Maintain student participation in Capturing Kids' Hearts.	such as individual and team sports, academic honors programs, volunteer activities, and other annually developed student-led clubs.  * Advertise activities to students and parents through newsletters, flyers, school postings, website postings, automated phone calls, etc.  3.3c Maintain student participation in Capturing Kids' Hearts.	such as individual and team sports, academic honors programs, volunteer activities, and other annually developed student-led clubs.  * Advertise activities to students and parents through newsletters, flyers, school postings, website postings, automated phone calls, etc.  3.3c Maintain student participation in Capturing Kids' Hearts.
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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Lunch-time Stipends	Certificated Salaries; Lunch-time Stipends	Certificated Salaries; Lunch-time Stipends
Amount	\$20,000	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Advertisement and Maintaining Web-based Programs/Social Media	Services and Other Operating Expenses; Advertisement and Maintaining Web-based Programs/Social Media	Services and Other Operating Expenses; Advertisement and Maintaining Web-based Programs/Social Media

### Action 4

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

2017-18	2018-19	2019-20
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Select from New Action, Modified Action, or Unchanged Action:

Select from New Action, Modified Action, or Unchanged Action:

Select from New Action, Modified Action, or Unchanged Action:

New Action	New Action	New Action
<p><b>3.4 Activities to Increase Student Engagement</b></p> <p>3.4a Encourage students to participate in lunch time clubs and intramurals.</p> <p>3.4b Encourage students to participate in after-school and lunch-time extra-curricular activities such as individual and team sports, academic honors programs, volunteer activities, and other annually developed student-led clubs.</p> <p>* Advertise activities to students and parents through newsletters, flyers, school postings, website postings, automated phone calls, etc.</p> <p>3.4c Maintain student participation in Capturing Kids' Hearts.</p>	<p><b>3.4 Activities to Increase Student Engagement</b></p> <p>3.4a Encourage students to participate in lunch time clubs and intramurals.</p> <p>3.4b Encourage students to participate in after-school and lunch-time extra-curricular activities such as individual and team sports, academic honors programs, volunteer activities, and other annually developed student-led clubs.</p> <p>* Advertise activities to students and parents through newsletters, flyers, school postings, website postings, automated phone calls, etc.</p> <p>3.4c Maintain student participation in Capturing Kids' Hearts.</p>	<p><b>3.4 Activities to Increase Student Engagement</b></p> <p>3.4a Encourage students to participate in lunch time clubs and intramurals.</p> <p>3.4b Encourage students to participate in after-school and lunch-time extra-curricular activities such as individual and team sports, academic honors programs, volunteer activities, and other annually developed student-led clubs.</p> <p>* Advertise activities to students and parents through newsletters, flyers, school postings, website postings, automated phone calls, etc.</p> <p>3.4c Maintain student participation in Capturing Kids' Hearts.</p>

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Lunch-time Stipends	Certificated Salaries; Lunch-time Stipends	Certificated Salaries; Lunch-time Stipends
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Incentives: Tangible and Positive Academic/Behavioral Assemblies	Services and Other Operating Expenses; Incentives: Tangible and Positive Academic/Behavioral Assemblies	Services and Other Operating Expenses; Incentives: Tangible and Positive Academic/Behavioral Assemblies
Amount	\$15,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; ASB: Materials for Programs and Spirit Opportunities	Services and Other Operating Expenses; ASB: Materials for Programs and Spirit Opportunities	Services and Other Operating Expenses; ASB: Materials for Programs and Spirit Opportunities
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Field Trips to Colleges/Incentives for Improved Grades	Services and Other Operating Expenses; Field Trips to Colleges/Incentives for Improved Grades	Services and Other Operating Expenses; Field Trips to Colleges/Incentives for Improved Grades

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

New Goal

**Goal 4**

Maintain a high quality 21st Century learning environment.

**State and/or Local Priorities Addressed by this goal:**

State Priorities: 1. Basic  
Local Priorities:

**Identified Need:**

To provide and maintain basic services and adequate learning environments, and promote healthy food choices for all school sites.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Site Safety Drill Reports	Monthly	Conduct monthly safety training drills at all school sites.	Conduct monthly safety training drills at all school sites.	Conduct monthly safety training drills at all school sites.
School-wide Safety Plan	Annually	Update safety plan yearly.	Update safety plan yearly.	Update safety plan yearly.
District Technology Plan	Annually	Increase student access to 21st Century instructional technology tools by ensuring all classrooms have 21st technology.	Increase student access to 21st Century instructional technology tools by ensuring all classrooms have 21st technology.	Increase student access to 21st Century instructional technology tools by ensuring all classrooms have 21st technology.
CALPADS Certification	Maintain 100% highly qualified teachers.	Ensure all teachers are Highly Qualified, appropriately assigned, and fully credentialed in the subject areas in which they teach.	Ensure all teachers are Highly Qualified, appropriately assigned, and fully credentialed in the subject areas in which they teach.	Ensure all teachers are Highly Qualified, appropriately assigned, and fully credentialed in the subject areas in which they teach.
Facilities Inspection Tool (FIT)	Annually	Ensure that all school facilities are maintained and in good repair as measure by FIT.	Ensure that all school facilities are maintained and in good repair as measure by FIT.	Ensure that all school facilities are maintained and in good repair as measure by FIT.

**Planned Actions / Services**

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

**Action 1**

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



**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services****2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action	New Action	New Action
<b>4.1 Safety Training/Drills</b> 4.1a Conduct monthly fire drills. 4.1b Conduct annual Charter-wide disaster drill. 4.1c Conduct yearly lockdown drills. 4.1d Collect feedback in order to evaluate effectiveness of drills. 4.1e Replenish emergency safety supplies as needed using safety credits (i.e. generators, port-a-potty, batteries, medical supplies). 4.1f Yearly training to include: * Blood borne pathogens * Mandated reporting * Bullying and Sexual Harassment Training * Safe Equipment Operations Training * Transportation-related safety trainings * Hands-Only CPR * Suicide Prevention Training * Active Shooter Training.	<b>4.1 Safety Training/Drills</b> 4.1a Conduct monthly fire drills. 4.1b Conduct annual Charter-wide disaster drill. 4.1c Conduct yearly lockdown drills. 4.1d Collect feedback in order to evaluate effectiveness of drills. 4.1e Replenish emergency safety supplies as needed using safety credits (i.e. generators, port-a-potty, batteries, medical supplies). 4.1f Yearly training to include: * Blood borne pathogens * Mandated reporting * Bullying and Sexual Harassment Training * Safe Equipment Operations Training * Transportation-related safety trainings * Hands-Only CPR * Suicide Prevention Training * Active Shooter Training.	<b>4.1 Safety Training/Drills</b> 4.1a Conduct monthly fire drills. 4.1b Conduct annual Charter-wide disaster drill. 4.1c Conduct yearly lockdown drills. 4.1d Collect feedback in order to evaluate effectiveness of drills. 4.1e Replenish emergency safety supplies as needed using safety credits (i.e. generators, port-a-potty, batteries, medical supplies). 4.1f Yearly training to include: * Blood borne pathogens * Mandated reporting * Bullying and Sexual Harassment Training * Safe Equipment Operations Training * Transportation-related safety trainings * Hands-Only CPR * Suicide Prevention Training * Active Shooter Training.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Professional Development	Services and Other Operating Expenses; Professional Development	Services and Other Operating Expenses; Professional Development

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

New Action
<b>4.2 Safety Plans</b>
4.2a Develop and implement comprehensive safety plans at all school sites.
4.2b Continue to assess all school sites to determine safety needs including secure ingress/egress.
4.2c Develop and implement new comprehensive safety plan for new Pinecrest site for Winter 2018.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

New Action
<b>4.2 Safety Plans</b>
4.2a Develop and implement comprehensive safety plans at all school sites.
4.2b Continue to assess all school sites to determine safety needs including secure ingress/egress.
4.2c Develop and implement new comprehensive safety plan for new Pinecrest site for Winter 2018.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action
<b>4.2 Safety Plans</b>
4.2a Develop and implement comprehensive safety plans at all school sites.
4.2b Continue to assess all school sites to determine safety needs including secure ingress/egress.
4.2c Develop and implement new comprehensive safety plan for new Pinecrest site for Winter 2018.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Other; TBD	Other; TBD	Other; TBD

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services****2017-18**

Select from New Action, Modified Action, or Unchanged Action:

New Action

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

New Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action

**4.3 Instructional Materials**

4.3a Supply each student with appropriate instructional materials and technology.

**4.3 Instructional Materials**

4.3a Supply each student with appropriate instructional materials and technology.

**4.3 Instructional Materials**

4.3a Supply each student with appropriate instructional materials and technology.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$100,000	\$100,000	\$100,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; K-4/Grade 9 one-to-one devices; Initial upgrade of internet access at new Pinecrest facility	Books and Supplies; K-4/Grade 9 one-to-one devices; Initial upgrade of internet access at new Pinecrest facility	Books and Supplies; K-4/Grade 9 one-to-one devices; Initial upgrade of internet access at new Pinecrest facility
Amount	\$15,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; AP Materials: Updates to new Exam	Books and Supplies; AP Materials: Updates to new Exam	Books and Supplies; AP Materials: Updates to new Exam
Amount	\$5,000	\$45,000	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies; Updates to Science Adoption	Books and Supplies; Social Studies Adoption	

Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Professional Development	Services and Other Operating Expenses; Professional Development	Services and Other Operating Expenses; Professional Development

**Action 4**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

New Action

**4.4 Staffing**

4.4a Audit personnel files to ensure appropriate credential and assignment of certificated teachers and classified instructional personnel.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

New Action

**4.4 Staffing**

4.4a Audit personnel files to ensure appropriate credential and assignment of certificated teachers and classified instructional personnel.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action

**4.4 Staffing**

4.4a Audit personnel files to ensure appropriate credential and assignment of certificated teachers and classified instructional personnel.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Other; TBD	Other; TBD	Other; TBD

**Action 5**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

New Action
<b>4.5 School Facilities</b>
4.5a Maintain a good rating on the FIT.
4.5b Conduct monthly facility meeting with Facilities staff to discuss facility needs and prioritize budget expenditures.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

New Action
<b>4.5 School Facilities</b>
4.5a Maintain a good rating on the FIT.
4.5b Conduct monthly facility meeting with Facilities staff to discuss facility needs and prioritize budget expenditures.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action
<b>4.5 School Facilities</b>
4.5a Maintain a good rating on the FIT.
4.5b Conduct monthly facility meeting with Facilities staff to discuss facility needs and prioritize budget expenditures.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$30,000	\$50,000	\$50,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Capital Outlay; Deferred Maintenance	Capital Outlay; Deferred Maintenance	Capital Outlay; Deferred Maintenance

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$1,147,492

Percentage to Increase or Improve Services:

16.33%

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

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

Ivy Academia's percent of unduplicated pupils is 62.62%. The anticipated total amount of Supplemental and Concentration Grant Funds is \$1,147,492. LCAP goals were developed with the input of stakeholders, in an effort to identify how best to meet the needs of the LEA's unduplicated students. Ivy administration and staff is working together to refine how it is fulfilling the Charter's mission while ensuring students receive adequate support for their identified needs. Three new paraeducators and a school counselor, who will focus on socio-emotional student need, will be employed as a result of greater student need. Struggling, high school at-risk students will be provided credit recovery opportunities to meet graduation and a-g requirements. All students will have access to the school resource room for instructional support. EADMS/IO online software will be used to gauge student mastery of the CCSS. Students who demonstrate areas of weakness will be provided access to tutoring, instructional support, and access to online intervention support.

## Expenditure Summary

Expenditures by Budget Category				
Budget Category	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	\$765,880	\$317,500	\$966,000	\$921,000
1000-1999 Certificated Salaries	354,000	107,000	293,000	293,000
2000-2999 Classified Salaries	48,000	15,000	171,000	171,000
4000-4999 Books and Supplies	191,180	70,500	193,000	148,000
5000-5999 Services and Other Operating Expenses	172,700	125,000	259,000	259,000
6000-6999 Capital Outlay	0	0	50,000	50,000
7000-7499 Other	0	0	0	0

Expenditures by Funding Source				
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Funding Sources	\$765,880	\$317,500	\$966,000	\$921,000
Other State Revenues	0	0	50,000	50,000
Other Local Revenues	0	0	0	0
LCFF Base/Not Contributing to Increased or Improved Services	0	0	245,000	200,000
LCFF S & C/Contributing to Increased or Improved Services	765,880	317,500	671,000	671,000

Expenditures by Budget Category and Funding Source					
Budget Category	Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	All Funding Sources	\$765,880	\$317,500	\$966,000	\$921,000
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	0	0	23,000	23,000
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	354,000	107,000	270,000	270,000
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	0	0	9,000	9,000
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	48,000	15,000	162,000	162,000

4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	0	0	190,000	145,000
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	191,180	70,500	3,000	3,000
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	0	0	23,000	23,000
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	172,700	125,000	236,000	236,000
6000-6999 Capital Outlay	Other State Revenues	0	0	50,000	50,000
7000-7499 Other	Other Local Revenues	0	0	0	0

Expenditures by Goal and Funding Source

Funding Source	2018	2019
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Increase academic achievement for all students so they are career/college ready upon graduation.

All Funding Sources	\$373,000	\$373,000
LCFF Base/Not Contributing to Increased or Improved Services	38,000	38,000
LCFF S & C/Contributing to Increased or Improved Services	335,000	335,000

Engage parents, families, and key stakeholders to support student success in school.

All Funding Sources	\$42,000	\$42,000
Other Local Revenues	0	0
LCFF Base/Not Contributing to Increased or Improved Services	39,000	39,000
LCFF S & C/Contributing to Increased or Improved Services	3,000	3,000

Provide a safe, nurturing learning environment where all students are connected to their school community.

All Funding Sources	\$333,000	\$333,000
LCFF S & C/Contributing to Increased or Improved Services	333,000	333,000

Maintain a high quality 21st Century learning environment.

All Funding Sources	\$218,000	\$173,000
Other State Revenues	50,000	50,000
Other Local Revenues	0	0
LCFF Base/Not Contributing to Increased or Improved Services	168,000	123,000

Annual Update Expenditures by Goal and Funding Source

Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual
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- Student achievement in English will increase by 3% from the 2016-2017 school year as determined by state testing and other assessments.
- Student achievement in Math will increase by 3% from the 2016-2017 school year as determined by state testing and other assessments.



All Funding Sources	\$431,600	\$278,000
LCFF S & C/Contributing to Increased or Improved Services	431,600	278,000
Increase Positive School Climate.		
All Funding Sources	\$147,500	\$16,000
LCFF S & C/Contributing to Increased or Improved Services	147,500	16,000
Increase College and Career Readiness.		
All Funding Sources	\$186,780	\$23,500
LCFF S & C/Contributing to Increased or Improved Services	186,780	23,500

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