

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

**LCAP Year:** 2018-19

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

Impact Academy of Arts & Technology

## Contact Name and Title

Clare Green

Principal

## Email and Phone

clare@es-impact.org

510-300-1560

## 2017-20 Plan Summary

### The Story

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

Impact Academy (IA) is a public charter school located in south Hayward that serves students in grades 6-12. We began expansion to middle grades in the 2016-2017 school year. In 2018-2019 we will be at our full size. IA opened in August 2007 and now serves 587 students. Based on research, best practices, and the lessons learned from over many years of experience with charter high schools, our small school design is specifically geared to enable diverse and traditionally underserved students to succeed in an academically challenging environment through project-based learning and our College Success Portfolio.

### LCAP Highlights

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

1. Increase number of students ready for college-level coursework.

- Tracking student progress across all grade levels toward BP and CSP presentations, including benchmarks, exhibitions, and final assessment results.
- Staff engage in data-driven dialogue and embrace the use of Common Interim Assessment (CIA) data to drive instruction in our high school, and additional adaptive assessments in middle grades
- The use of rubrics to guide students and teachers to a high level of proficiency in the identified PBL artifacts.

- Strong system of professional development for all teachers, especially new staff members
- Portfolio defenses for students twice in the high school career, and preparation for middle graders using new "on-demand" defenses
- All students have the opportunity to go to college; 100% of graduates are a-g eligible and receive ongoing support for college applications and financial aid planning
- The Common Interim Assessments provide our network with a common set of standards which align to the CCSS and College Success Portfolio rubrics. Over the last year, these tests have been realigned with the SAT.
- The performance assessments, culminating in the 10th grade Benchmark Portfolio and the 12th grade College Success Portfolio constitute demonstrations of content learning, leadership skills, and core competencies.

## 2. Develop a college-going culture that engages families and community.

- Parent engagement through the Spartan Family Association and community engagement through the Workplace Learning Experience program.
- Parent communication through family conferences, advisory program, mailing home progress reports, emails, and calls.
- Good integration of technology to complement the development of college/career readiness.
- Advisory system supports college preparedness.

## 3. Provide an emotionally and physically safe learning environment.

- Impact Academy is fully committed to their mission and purpose of sending every student to college.
- We provide varied and individualized services, both academically and psychologically, to ensure all students needs can be met.
- Staff use Restorative Justice practices to build community and respond to harm.

## 4. Increase services and supports for our lowest performing students, especially ELLs, AA, and students with Special Needs.

- Support of students through Mandatory Office Hours and Advisory.
- Envision Education has strong Learning Center systems in place for all of its network schools.
- No tracking; all students complete A-G requirements so all students have access to college.
- Additional mentorship and case management for at-risk young men.

# Review of Performance

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

## Greatest Progress

- 1) Improving our already high cohort graduation rate for all students.
- 2) Improving graduation rates specifically for socioeconomically disadvantaged, Latino students and English Learners.
- 3) Dramatically decreasing the suspension rates of IEP students in the high school through personalized mentorship and relationship building.
- 4) Increasing reading scores by an average of 2 years in grades 7-8, through daily personalized reading pathways and goal setting.
- 5) Extremely low suspension rate in grades 7-8, through the implementation of a restorative referral ladder.

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) In the high school, overall suspensions are high and not declining. Leadership team has begun a cycle of inquiry regarding equity of suspensions and piloting new core values and PBIS system.
- 2) Suspensions for Black or African American students, English Learners, and Socioeconomically Disadvantaged students are high. Hispanic or Latino suspensions are high and increasing. Leadership team has begun a cycle of inquiry regarding equity of suspensions and piloting new core values and PBIS system.
- 3) Grades 7-8 SBAC math proficiency 29% (8% below state average), and Grade 11 SBAC math proficiency is 33% (1% above state average). Math instructional leads will begin a new initiative based on Tru Math focus and common authentic tasks.

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

For our suspension indicator, Students with Special Needs are the only student group with a performance gap.

In order to address this gap, Impact Academy incorporated Restorative Justice in 2016-17. In 2017-18, Impact will continue to include Professional Development to strengthen the Restorative Justice practices.

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

For our suspension indicator, students of color and students with special needs are suspended and "high" or "very high rates." Our internal data suggests that the gap is closing for students with special needs.

In order to address this gap, Impact Academy incorporated restorative justice in 2016-17. In 2017-18, Impact continued to include professional development to strengthen the restorative justice practices. In 2018-19 we will be recalibrating our student handbook and suspension practices to allow us to investigate inequities and use more restorative practices.

## 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

\$6,362,000

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

\$937,050

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.

Expenditures that are not included in the LCAP are primarily operational costs that contribute to schools overall function:

1. General certificated and classified salaries and benefits not otherwise specified in the LCAP
2. General supplies
3. Facilities costs and Building repairs & maintenance
4. Depreciation costs
5. Special Education Costs
6. General & Administrative Costs

### DESCRIPTION

### AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$8,012,000

# 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

Increase the number of students ready for college level coursework

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

**State Priorities:** 1, 2, 4, 7, 8

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

Establish baseline on Smarter Balanced 11th grade Summative Assessment/EAP

Increase 5% of students designated ready for college coursework

**Actual**

Established baseline on Smarter Balanced 11th grade Summative Assessment/EAP

Increased 5% of students designated ready for college coursework

**Expected**

Increase 5% of students scoring 3 or better on AP Tests

95% or above appropriately credentialed teachers

Use CCSS Standards-Based Curriculum

100% of students reach proficiency on CSP

**Actual**

TBD

100% credential teachers.

Used CCSS Standards-Based Curriculum

100% of students reach proficiency on CSP

**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**

Increase SBAC/CAASPP performance to 85% for Literacy and 55% for Math to meet or exceed the standards

**Actual Actions/Services**

SBAC/CAASPP performance is at 79% for Literacy and 33% for Math meeting or exceeding standards

**Budgeted Expenditures**

\$10,000 = Tech Solutions 5000-5999: Services and Other Operating Expenditures

**Estimated Actual Expenditures**

\$10,000 = Tech Solutions 5000-5999: Services and Other Operating Expenditures

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs)

Continued to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs) in grades 9-12, and NWEA-MAP interim assessments in math and reading in grades 7-8.

N/A

N/A

### Action 3

#### Planned Actions/Services

Track teachers use of CIA data to inform instructional next steps.

#### Actual Actions/Services

Tracked teachers use of CIA data and NWEA-MAP scores to inform instructional next steps.

#### Budgeted Expenditures

N/A

#### Estimated Actual Expenditures

N/A

### Action 4

#### Planned Actions/Services

Continue implementation of College Spring SAT Test prep curriculum in 11th grade Advisory

#### Actual Actions/Services

Continued implementation of College Spring SAT Test prep curriculum in 11th grade Advisory

#### Budgeted Expenditures

N/A

#### Estimated Actual Expenditures

N/A

### Action 5

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Continue to offer all students AP courses and administer practice tests for these courses.

Continued to offer all students AP courses and administer practice tests for these courses.

N/A

N/A

### Action 6

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Hire appropriately credentialed teachers

Hired appropriately credentialed teachers and continue to grow our teacher pipeline and credentialing program.

\$84,000 = Principal 1000-1999: Certificated Personnel Salaries Base

\$84,000 = Principal 1000-1999: Certificated Personnel Salaries Base

### Action 7

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Offer differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.

Offered differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.

\$5,000 per teacher = Lead teachers 1000-1999: Certificated Personnel Salaries

\$5,000 per teacher = Lead teachers 1000-1999: Certificated Personnel Salaries

### Action 8

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

All core teachers will use and/or create Common Core aligned instructional materials.

All core teachers will used create Common Core aligned instructional materials.

N/A

N/A

### Action 9

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Teachers participate in PD around common core instructional strategies

Teachers participated in PD around common core instructional strategies, under the leadership of our instructional lead teachers.

\$42,000 = Professional Development, Teacher Stipends  
1000-1999: Certificated Personnel Salaries

\$42,000 = Professional Development, Teacher Stipends  
1000-1999: Certificated Personnel Salaries

### Action 10

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Math and ELA coaching around common core instructional strategies

Math and ELA coaching around common core instructional strategies, with a focus on weekly coaching for all math teachers.

N/A

N/A

### Action 11

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Continue to implement 10th grade benchmark portfolio defense

Continued to implement 10th grade benchmark portfolio defense, and pilot our first year of 8th grade portfolio defenses.

N/A

N/A

## Action 12

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

Provide teachers and students time to refine portfolio artifacts and their defense in an advisory period.

Provide high school teachers and students time to refine portfolio artifacts and their defense in an advisory period, and provide middle grades students time to practice defending on demand in their Flex Class.

N/A

N/A

## 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.

To increase the number of students ready for college-level coursework, we implemented the SAT test prep, CollegeSpring completely in all English and Math classes. Our benchmark data indicate increased projected performance. We increased our AP offerings by introducing AP Computer Science and AP Chemistry. We financially sponsored students to take the AP tests in the Spring.

We also implemented a robust Response to Intervention (RtI) system through the use of personalized learning strategies we addressed skill gaps in Reading and Math for all students and prescribed specific courses of study to address the gaps.

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

Impact offered two new AP courses and have 23 students enrolled in them that increased the overall participation of students in AP.

Impact Middle Grades had an average of 2 years of growth in Reading.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference as the expenditure budget is determined the year prior and all expenses are used during the year of actual implementation.

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.

Impact Academy has redesigned the Science Course Sequence to ensure all students will take 4 years of science which will better prepare them in STEM courses in college.



# Goal 2

Develop a College-Going Culture that engages families and community members.

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

**State Priorities:** 3

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

20% of parents/guardians give feedback on the LCAP by attending a FTC meeting or completing a survey

65% of parents will attend back to school night

65% of parents will participate in Exhibitions, a part of the CSP program

65% of parents will attend college application/Financial Aid workshop

### Actual

More than 20% of parents/guardians gave feedback on the LCAP by attending a FTC meeting or completing a survey. (At the middle school, 70% of families took the family survey)

TBD

TBD

65% of parents will attended college application/Financial Aid workshop

**Expected**

All students will complete a 2 or 4-year college application

**Actual**

100% of students completed a 2 or 4-year college application

**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**

Continue to facilitate FTC meeting to review the LCAP with parents/families

**Actual Actions/Services**

Continued to facilitate monthly Spartan Family Association meeting to review the LCAP with parents/families.

**Budgeted Expenditures**

\$350 = Parent Meetings 4000-4999: Books And Supplies

**Estimated Actual Expenditures**

\$350 = Parent Meetings 4000-4999: Books And Supplies

**Action 2**

**Planned Actions/Services**

Continue to monitor Back to School night attendance

**Actual Actions/Services**

Continued to monitor family attendance at Back to School night, exhibition, and bi-yearly student-led conferences.

**Budgeted Expenditures**

N/A

**Estimated Actual Expenditures**

N/A

**Action 3**

**Planned Actions/Services**

Continue parent communication which includes translated invitations to academic exhibitions, automated calls home translated into Spanish, and provide translation services at academic exhibitions

**Actual Actions/Services**

Continued parent communication which includes translated invitations to academic exhibitions, automated calls home translated into Spanish, and provide translation services at academic exhibitions

**Budgeted Expenditures**

\$4,000 = Translation services for parent communications 2000-2999: Classified Personnel Salaries

**Estimated Actual Expenditures**

\$4,000 = Translation services for parent communications 2000-2999: Classified Personnel Salaries

**Action 4**

**Planned Actions/Services**

Provide parents after-school workshops on financial aid and provide parents with college application workshops

**Actual Actions/Services**

Provided parents after-school workshops on financial aid and provide parents with college application workshops

**Budgeted Expenditures**

\$2,000 = Parent Meeting Supplies 4000-4999: Books And Supplies

**Estimated Actual Expenditures**

\$2,000 = Parent Meeting Supplies 4000-4999: Books And Supplies

**Action 5**

**Planned Actions/Services**

College Counselor holds 1-on-1 meetings with each senior every fall semester.

**Actual Actions/Services**

College counselor continues holding 1-on-1 meetings with each senior every fall semester, and as begun meeting with small groups for all juniors.

**Budgeted Expenditures**

N/A

**Estimated Actual Expenditures**

N/A

## Action 6

### Planned Actions/Services

College counselor pushes into senior computer lab to support with applications.

### Actual Actions/Services

College counselor pushed into senior computer lab to support with applications.

### Budgeted Expenditures

N/A

### Estimated Actual Expenditures

N/A

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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.

Impact facilitated college visits for students in grades 7-12 to see and experience campus life. Advisory incorporates instruction about college work habits, entrance requirements, financial aid assistance and other college topics to ensure all students can successfully apply, navigate and attend college. Students engage in the cost of college projects in their math class.

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

Every 12th-grade student submitted at least one college application and completed the FAFSA. 100% of students were accepted into a 2 or 4-year colleges and approx. 80% of students were accepted into a 4-year college. Impact also increased the overall participation in AP coursework.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference as the expenditure budget is determined the year prior and all expenses are used during the year of actual implementation.

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.

Impact will continue to implement the above services and actions.

In grades 7-8 students will begin a monthly college exploration curriculum in their daily Flex class, as well as participate in a college fair.

# Goal 3

Provide an emotionally and physically safe learning environment.

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

**State Priorities:** 1, 2, 5, 6

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Decrease % of students expelled to 1% or less

Increase ADA to 95% or above

Decrease Chronic Absenteeism to 7% or below

Increased Graduation Rate to 92.5%

### Actual

Decrease % of students expelled to 0%.

ADA is 95% at the high school and 97% at the middle school.

Chronic Absenteeism to 11.3% at the high school and 3.7% at the middle school.

Graduation rate is at 96.3%

**Expected**

Decrease Dropout Rate to 4% or less for Hispanic and 10% or less for African American

Increase in student and parent feelings of safety and school connectedness to 89% or above

Decrease Suspension Rate to 13% or below

**Actual**

Dropout Rate to 4% or less for Hispanic and 10% or less for African American

On the family survey, 72% of high school families responded favorably to school safety and 67% responded favorably to school fit; 76% of middle school families responded favorably to school safety and 71% responded favorably to school fit.

Suspension rate is 9.8% at the high school and 0.8% at the middle school.

**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**

Continue implementation of the Code of Conduct

The high school began the process of implementing Positive Behavior Interventions and Supports systems. This will include recalibrating our handbook and code of conduct.

\$42,000 = Principal 1000-1999: Certificated Personnel Salaries

\$42,000 = Principal 1000-1999: Certificated Personnel Salaries

## Action 2

### Planned Actions/Services

Monitor attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.

### Actual Actions/Services

Monitored attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.

### Budgeted Expenditures

\$80,000 = Vice Principal 1000-1999: Certificated Personnel Salaries  
 \$50,000 = Office Manager 2000-2999: Classified Personnel Salaries  
 \$15,000 = Tech Solutions 5000-5999: Services And Other Operating Expenditures

### Estimated Actual Expenditures

\$80,000 = Vice Principal 1000-1999: Certificated Personnel Salaries  
 \$50,000 = Office Manager 2000-2999: Classified Personnel Salaries  
 \$15,000 = Tech Solutions 5000-5999: Services And Other Operating Expenditures

## Action 3

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

VPSS, Learning Specialist, plan academic interventions.

Interventions were planned with Vice Principals, Learning Specialists and General Ed Teachers

N/A

N/A

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Athletic director improves extracurricular offerings.

Athletic director improved extracurricular offerings and student's continue to excel in sports activities.

N/A

N/A

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Advisors provide weekly check-ins with students.

Advisors provided weekly check-ins with students.

\$10,000 = Family leads 1000-1999: Certificated Personnel Salaries

\$10,000 = Family leads 1000-1999: Certificated Personnel Salaries

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

PSC counseling, advisors, and Learning Center teachers intervene with at-risk students.

PSC counseling, advisors, and Learning Center teachers intervened with at-risk students.

N/A

N/A

### Action 7

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Principal and school manager plan monthly evening parent meetings and hold monthly "coffee-talks"

Principal and school manager planned monthly evening parent meetings

N/A

N/A

### Action 8

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Administrators, counselors, advisors participate in mediations to prevent suspensions.

Administrators, counselors, advisors participated in mediations to prevent suspensions.

\$42,000 = Principal 1000-1999:  
Certificated Personnel Salaries

\$42,000 = Principal 1000-1999:  
Certificated Personnel Salaries

### Action 9

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Address facilities issues in a timely manner to ensure the facility is in good repair

Addressed facilities issues in a timely manner to ensure the facility is in good repair

N/A

N/A

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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.

In order to provide an emotionally and physically safe learning environment, Impact provided training on Restorative Justice practices with emphasis on the 10th-grade team and provided a Challenge Day workshop to form a positive cohesive culture with students.

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

Teachers implemented restorative circles in Advisory. Staff and students reported Challenge Day supported the positive culture at school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference as the expenditure budget is determined the year prior and all expenses are used during the year of actual implementation.

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.

Our PBIS team will be attending a symposium in the spring to begin planning for 2018-2019.  
HS Principal and vice principals will engage in recalibration of the student handbook and code of conduct based on core values determined by the school community.

# Goal 4

Increase services and supports for our lowest performing students that include English Learners, African-American students, and students with special needs (IEP and 504).

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

**State Priorities:** 4

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

60% of ELLs will score Early Advanced and Advanced on the CELDT/ELPAC

Increase redesignation of EL students by 5%

Decrease the % of IEP students receiving NC's to 5% or below

Increase students passing Math Lab to 97%

### Actual

TBD

TBD

Less than 1% of IEP students received an NC grade.

100% of students are passing Math Lab

## 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

Continue to coach staff on implementation of ELL strategies

#### Actual Actions/Services

Continued to coach staff on implementation of best practice reading, vocabulary, preview, and other literacy strategies across the curriculum in all classes.

#### Budgeted Expenditures

N/A

#### Estimated Actual Expenditures

N/A

### Action 2

#### Planned Actions/Services

Administer MyOn and Reading Plus assessment 3 times a year

#### Actual Actions/Services

Administered Reading Plus Screener for all students grades 7-10 and all students with IEPs.

#### Budgeted Expenditures

\$4,000 = ReadingPlus 4000-4999: Books And Supplies

#### Estimated Actual Expenditures

\$4,000 = ReadingPlus 4000-4999: Books And Supplies

### Action 3

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Continue to have Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.

Continued to have Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.

\$251,000 = Learning Specialists  
1000-1999: Certificated  
Personnel Salaries

\$251,000 = Learning Specialists  
1000-1999: Certificated  
Personnel Salaries

## Action 4

### Planned Actions/Services

Implement blended learning in Math Lab/Academic Numeracy

### Actual Actions/Services

Implemented blended learning in math classes and a new Tru Math framework with a focus on authentic tasks.

### Budgeted Expenditures

N/A

### Estimated Actual Expenditures

N/A

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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.

In order to increase services and supports students with special needs (IEP and 504) Impact will continue use of restorative justice practices to decrease suspension rates as we believe the other significant groups benefitted from the implementation as seen in the LCFF evaluation rubrics. In addition, Impact implemented blended learning in Math Lab/Academic Numeracy and offered personalized learning paths in the Middle Grades, as well as push-in small group and 1-1 support for RTI Tier 2 students in science, math, English, and history.

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

In the high school, suspension rates have decreased significantly for students with special needs. Impact will continue to address with restorative justice intervention and reconciliation. Restorative justice practices combined with our current referral ladder in the high school has not resulted in decreasing suspension rates for English Learners, Low-Income and African-American students this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference as the expenditure budget is determined the year prior and all expenses are used during the year of actual implementation.

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

The high school will pilot a PBIS system with new core values and a revised referral ladder in order to decrease the suspension rates of English Learners, Low-Income, and African-American students.

Impact will leverage personalized learning time such that all middle-grade students will work on grade-level as well as remedial skills throughout the day depending on their needs.

Impact will continue to hire guides to assist in personalized learning during open flex periods where students set goals and pursue mastery of targeted skills.

# 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?

The Principal shared the draft Envision LCAP template with the Spartan Family Association. Impact Academy notified families through written invitation and phone calls home. At the Family Association Meeting, the Impact Academy staff engaged parents in a review of the plan. Written feedback from parents was discussed and charted.

Impact Leadership Council met at the site and identified additional specific site goals and activities for the subgroups at their site. The Leadership Council is made up of parents, students, teachers, and administrators.

Based on parent, teacher, and principal feedback, site leadership teams finalized site LCAP plans and re-submitted them to the Support Office LCAP leadership team for review and for preparation for a June Board presentation.

Time-line for Envision Education's LCAP Process:

March - Community engagement with LCAP Process, review and input

March - SO Lead Team prepares Envision's LCAP template

April - Board and Principals review Envision's LCAP Template

April/May - LCAP Community Meetings at Sites. SO support to sites

June - Site teams finalize LCAPs. Board reviews and approves each site's LCAP

July - SO submits Envision's LCAP to our Authorizers

All activities performed in 2016-17 will continue. In addition, Leadership Council and Spartan Family Association meetings will continue to ensure family

engagement in the revision of the LCAP.

## Impact on LCAP and Annual Update

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

Families that attended the LCAP meeting continue to support the following actions and programs for each of our goal areas:

Goal 1. Increase the number of students ready for college level coursework.

- Requiring rigorous a-g course program for all students, continuing to focus on college-ready instruction, including Socratic seminars, and public exhibitions of learning, Portfolio-based assessment and defenses for 10th & 12th grades

Goal 2. Develop a College-Going Culture that engages families and community members.

- Providing college tours, Family conferences and other communication, including online access to grades and progress, SAT Prep courses

Goal 3. Provide an emotionally and physically safe learning environment.

- Advisory program, counseling program

Goal 4. Increase services and supports for of our lowest performing students that include English Learners, low-income students and special education students.

- Extra teacher support, outside school hours (in office hours and in learning center)

They recommended the following actions and programs in each of our goal areas:

Goal 1 – Support students prior to defense ensuring successful CSP and perhaps including more dry-runs or time for revisions

Goal 2 – Create tracking system for conferencing with families and students and increasing our teacher retention through improving staff culture

Goal 3 – Institute program for chronic absenteeism

Goal 4 – Integration of Accelerated Reader, supports for Reclassifying English Learners, improvement of our grading system to make students' progress more transparent with more frequent communication.

Families, students, and faculty participated and provided Wows and Wonders for each goal in the LCAP.

---

---

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

## Goal 1

Increase the number of students ready for college-level coursework

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

**State Priorities:** 1, 2, 7, 8

**Local Priorities:**

**Identified Need:**

To increase performance on statewide assessments.

To improve student engagement ownership of educational experience through critical thinking, and communication and collaboration and development of growth mindset.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP SBAC Results	ELA: 82% Math: 36%	N/A	ELA: Increase by 3% Math: Increase by 5%	ELA: Increase by 3% Math: Increase by 6%
EAP Performance	ELA: 41% Math: 14%	N/A	ELA: Increase students designated ready for college coursework by 8% Math: Increase students designated ready for college coursework by 5%	ELA: Increase students designated ready for college coursework by 8% Math: Increase students designated ready for college coursework by 6%
AP Pass Rates	N/A	N/A	Increase students scoring 3 or better on AP Tests by 6%	Increase students scoring 3 or better on AP Tests by 7%
Credentialed Teachers	100% of teachers are credentialed	N/A	100% or above appropriately credentialed teachers	100% or above appropriately credentialed teachers

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
CCSS and NGSS implementation	100% of Math and ELA teachers are using CCSS Standards- Based Curriculum 100% of Science teachers are using NGSS aligned curriculum	N/A	100% of Math and ELA teachers are using CCSS Standards- Based Curriculum 100% of Science teachers are using NGSS aligned curriculum	100% of Math and ELA teachers are using CCSS Standards- Based Curriculum 100% of Science teachers are using NGSS aligned curriculum
College Success Portfolio (CSP) Completion	100% of students reach proficiency on CSP	N/A	100% of students reach proficiency on CSP	100% of students reach proficiency on CSP

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Implement blended learning through Chromebook 1:1 initiative

Implement blended learning through Chromebook 1:1 initiative

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

N/A

\$12,000

\$12,000

**Source**

N/A

Supplemental and Concentration

Supplemental and Concentration

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	N/A	5000-5999: Services And Other Operating Expenditures Tech Solutions	5000-5999: Services And Other Operating Expenditures Tech Solutions

## Action #2

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

Students to be Served	Location(s)
All Students	All Schools

**OR**

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

## Actions/Services

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

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Implement strategy to support students options to remove conditional status from Literacy EAP Status

Implement strategy to support students options to remove conditional status from Literacy EAP Status

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	N/A	\$5,000	\$5,000
<b>Source</b>	N/A	Supplemental and Concentration	Supplemental and Concentration
<b>Budget Reference</b>	N/A	4000-4999: Books And Supplies Course Materials	4000-4999: Books And Supplies Course Materials

**Action #3**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Continue to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs)

Continue to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs)

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

N/A

\$4,000

\$4,000

**Source**

N/A

Supplemental and Concentration

Supplemental and Concentration

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	N/A	5000-5999: Services And Other Operating Expenditures Illuminate Software	5000-5999: Services And Other Operating Expenditures Illuminate Software

## Action #4

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

Students to be Served	Location(s)
All Students	All Schools

**OR**

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

## Actions/Services

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

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

Facilitate cross-grade level sharing in the use of a data from new CIAs and blended learning formative assessments.

**2019-20 Actions/Services**

Facilitate cross-grade level sharing in the use of a data from new CIAs and blended learning formative assessments.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	\$48,000	\$48,000
Source	N/A	Base	Base
Budget Reference	N/A	1000-1999: Certificated Personnel Salaries Professional Development, Teacher Stipends	1000-1999: Certificated Personnel Salaries Professional Development, Teacher Stipends

**Action #5**

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Continue implementation of College Spring SAT Test prep curriculum in 11th grade Advisory and 11th grade classes, including CIAs aligned to the SAT.

Refine implementation of College Spring SAT Test prep curriculum in 11th grade Advisory and 11th grade classes, including CIAs aligned to the SAT.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

N/A

\$16,000

\$16,000

Year	2017-18	2018-19	2019-20
Source	N/A	Other	Other
Budget Reference	N/A	5000-5999: Services And Other Operating Expenditures College Spring	5000-5999: Services And Other Operating Expenditures College Spring

## Action #6

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Continue to offer all students AP courses and administer practice tests for these courses and add Physics to our science sequence in order to improve results on their AP Environmental Science exam.

Assess the success of student success on AP Environmental Science test to determine efficacy of the new science course sequence.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	\$22,000	\$22,000
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	5000-5999: Services And Other Operating Expenditures AP exams fees	5000-5999: Services And Other Operating Expenditures AP exams fees

**Action #7**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

N/A

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Hire appropriately credentialed teachers and expand new credentialing program subsidized by Envision.

Hire appropriately credentialed teachers and assess intern teacher to credentialed teacher conversion rate of credentialing program subsidized by Envision.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	N/A	\$7,550	\$7,550
<b>Source</b>	N/A	Base	Base
<b>Budget Reference</b>	N/A	5000-5999: Services And Other Operating Expenditures REACH/ New Leaders - Subsidized Credential Programs	5000-5999: Services And Other Operating Expenditures REACH/ New Leaders - Subsidized Credential Programs

## Action #8

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Offer differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish. Focus Envision teacher pipeline recruitment within these shortage areas.

Offer differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish. Focus Envision teacher pipeline recruitment within these shortage areas.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	\$48,000	\$48,000
Source	N/A	Base	Base
Budget Reference	N/A	1000-1999: Certificated Personnel Salaries Shortage Area Stipends	1000-1999: Certificated Personnel Salaries Shortage Area Stipends

**Action #9**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

All core teachers provide feedback and assess success of Common Core aligned instructional materials, including common curriculum provided for opt-in by math and English teachers.

All core teachers provide feedback and assess success of Common Core aligned instructional materials, including common curriculum provided for opt-in by math and English teachers.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	N/A	\$21,000	\$21,000
<b>Source</b>	N/A	Base	Base
<b>Budget Reference</b>	N/A	4000-4999: Books And Supplies Books/Textbooks/Materials	4000-4999: Books And Supplies Books/Textbooks/Materials

## Action #10

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

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

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

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Teachers participate in PD around common core aligned PBL units and the implementation of technology.

Teachers participate in PD around common core aligned PBL units and the implementation of technology.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$50,000	\$50,000
		\$20,000	\$20,000
Source	N/A	Base	Base
		Title I	Title I

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	N/A	1000-1999: Certificated Personnel Salaries  1000-1999: Certificated Personnel Salaries Literacy Coach Salary	1000-1999: Certificated Personnel Salaries  1000-1999: Certificated Personnel Salaries Literacy Coach Salary

## Action #11

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Math coaching for all math teachers around common core instructional strategies, and ELA coaching for all BTSA teachers.

Math coaching for all math teachers around common core instructional strategies, and ELA coaching for all BTSA teachers.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	\$36,000	\$36,000
Source	N/A	Title I	Title I
Budget Reference	N/A	1000-1999: Certificated Personnel Salaries Salaries for Math Coaches and induction	1000-1999: Certificated Personnel Salaries Salaries for Math Coaches and induction

**Action #12**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Continue implementation of new 8th, 10th grade, and 12th grade portfolio defense system to improve student agency and alignment to common core standards.

Continue implementation of new 8th, 10th grade, and 12th grade portfolio defense system to improve student agency and alignment to common core standards.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

N/A

\$2,500

\$2,500

Year	2017-18	2018-19	2019-20
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	5000-5999: Services And Other Operating Expenditures LMS Software	5000-5999: Services And Other Operating Expenditures LMS Software

## Action #13

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

### Students to be Served

All Students

### Location(s)

All Schools

OR

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

---

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

---

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

---

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Plan time for teachers and students time to refine portfolio artifacts and their defense during advisory periods, within class, and during revision days/weeks.

Plan time for teachers and students time to refine portfolio artifacts and their defense during advisory periods, within class, and during revision days/weeks.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	N/A	N/A	N/A
<b>Source</b>	N/A	N/A	N/A
<b>Budget Reference</b>	N/A	All Envision Day PD	All Envision Day PD

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

Modified

## Goal 2

Develop a College-Going culture that engages families and community members.

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

State Priorities: 3

Local Priorities:

### Identified Need:

All students including first generation students benefit from college-going culture and need additional support for families and increased services from community members.

### Expected Annual Measureable Outcomes

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

LCAP Review Meeting Attendance	15% of parents/guardians gave feedback on the LCAP by attending a Spartan Meeting	N/A	28% of parents/guardians give feedback on the LCAP by attending a Spartan Meeting 40% Feedback through survey	30% of parents/guardians give feedback on the LCAP by attending a Spartan Meeting 45% Feedback through survey
Family Conference Attendance	90% of parents/guardians participated in family conferences	N/A	90% or above parents will attend family conferences	90% or above parents will attend family conferences
Exhibition Attendance	60% of parents participated in Exhibitions, a part of the CSP program	N/A	70% of parents will participate in Exhibitions, a part of the CSP program	70% of parents will participate in Exhibitions, a part of the CSP program
College Application Completion	100% of students completed a 2 or 4 year college application	N/A	100% of students completed a 2 or 4 year college application	100% of students completed a 2 or 4 year college application

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

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

Modified

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

Modified

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

Continue to facilitate Spartan Family meetings to review the LCAP with parents/families

**2019-20 Actions/Services**

Continue to facilitate Spartan Family meetings to review the LCAP with parents/families

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	N/A	\$14,000	\$14,000
<b>Source</b>	N/A	Base	Base
<b>Budget Reference</b>	N/A	2000-2999: Classified Personnel Salaries Parent Meetings Translation	2000-2999: Classified Personnel Salaries Parent Meetings Translation

## Action #2

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

**for 2017-18**

**for 2018-19**

**for 2019-20**

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Continue to monitor Family Conference attendance

Continue to monitor Family Conference attendance

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	N/A	\$500	\$500
<b>Source</b>	N/A	Supplemental and Concentration	Supplemental and Concentration
<b>Budget Reference</b>	N/A	4000-4999: Books And Supplies Copier/Materials (Sign-In Sheets, etc.)	4000-4999: Books And Supplies Copier/Materials (Sign-In Sheets, etc.)

**Action #3**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Continue parent communication which includes translated invitations to academic exhibitions, automated calls home translated into Spanish, and provide translation services at academic exhibitions. Increase frequency of email communication.

Continue parent communication which includes translated invitations to academic exhibitions, automated calls home translated into Spanish, and provide translation services at academic exhibitions. Increase frequency of email communication.

**Budgeted Expenditures**

**Year                    2017-18**

**2018-19**

**2019-20**

Year	2017-18	2018-19	2019-20
Amount	N/A	\$14,000	\$14,000
Source	N/A	Base	Base
Budget Reference	N/A	2000-2999: Classified Personnel Salaries Translation services for parent communication	2000-2999: Classified Personnel Salaries Translation services for parent communication

## Action #4

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

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

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

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Provide parents after-school workshops on financial aid and provide parents with college application workshops

Provide parents after-school workshops on financial aid and provide parents with college application workshops

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$3,000	\$3,000
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	4000-4999: Books And Supplies Parent Meeting Supplies	4000-4999: Books And Supplies Parent Meeting Supplies

## Action #5

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

College Advisor holds 1-on-1 meetings with each senior every fall semester. College counselor holds small group meetings with juniors in the spring.

College Advisor holds 1-on-1 meetings with each senior every fall semester. College counselor holds small group meetings with juniors in the spring.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	\$35,000	\$35,000
Source	N/A	Base	Base
Budget Reference	N/A	2000-2999: Classified Personnel Salaries College Advisor	2000-2999: Classified Personnel Salaries College Advisor

## Action #6

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

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

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

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

College Advisor pushes into senior classes to support with applications.

College Advisor pushes into senior classes to support with applications.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	\$1,500	\$1,500
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	4000-4999: Books And Supplies Naviance Software	4000-4999: Books And Supplies Naviance Software

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

Unchanged

## Goal 3

Provide an emotionally and physically safe learning environment.

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

**State Priorities:** 1, 2, 4, 5, 6

**Local Priorities:**

### Identified Need:

Every student needs a safe environment to learn

### Expected Annual Measureable Outcomes

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Expulsion Rate

0% of students were expelled

N/A

Decrease % of students expelled to 1% or less

Decrease % of students expelled to 1% or less

Suspension Rate	Suspension Rate is 8.2%	N/A	Decrease Suspension Rate to 5% or below. Reduce suspension of students with Special Needs to match the school-wide average.	Decrease Suspension Rate to 3% . Reduce suspension of students with Special Needs to match the school-wide average.
ADA	ADA is estimated at 96%	N/A	ADA to 97% or above	ADA to 97% or above
Chronic Absenteeism	Chronic Absenteeism is 8%	N/A	Decrease Chronic Absenteeism to 6% or below	Decrease Chronic Absenteeism to 5% or below
Average Class Size	Average Class size is 26	N/A	Maintain Class Average Class Size to 30 or less	Maintain Class Average Class Size to 30 or less
Graduation Rate	Graduation Rate to 96.3%	N/A	Maintain Graduation Rate at 97%	Maintain Graduation Rate at 97%
Dropout Rate	Dropout Rate is 1.4% for Hispanic and 0% for African American.	N/A	Maintain Dropout Rate at 1% or less for Hispanic and at 1% or less for African American.	Maintain Dropout Rate at 1% or less for Hispanic and at 1% or less for African American.

Student/Parent Perceptions	65% Parents reported feelings of their student's school connectedness.	N/A	Increase in student and parent feelings of safety and school connectedness to 75% or above	Increase in student and parent feelings of safety and school connectedness to 80% or above or below
Facilities Maintenance	Facilities Maintained	N/A	Maintain facilities to standard	Maintain facilities to standard

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

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

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

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

Modified

Modified

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

N/A

Continue implementation of the Code of Conduct

Continue implementation of the Code of Conduct

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$80,000	\$80,000
Source	N/A	Base	Base
Budget Reference	N/A	1000-1999: Certificated Personnel Salaries Vice Principal	1000-1999: Certificated Personnel Salaries Vice Principal

## Action #2

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

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

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

Modified

Modified

### 2017-18 Actions/Services

N/A

### 2018-19 Actions/Services

Monitor attendance daily and send out attendance notifications/SARB letters as students accumulate absences.

### 2019-20 Actions/Services

Monitor attendance daily and send out attendance notifications/SARB letters as students accumulate absences.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$14,000	\$14,000
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	2000-2999: Classified Personnel Salaries Translation Services	2000-2999: Classified Personnel Salaries Translation Services

### Action #3

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

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

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

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

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Administer Annual Parent and Student Survey

Administer Annual Parent and Student Survey

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	1000-1999: Certificated Personnel Salaries Lead Teachers	1000-1999: Certificated Personnel Salaries Lead Teachers

## Action #4

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

N/A

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

VPSS and Learning Specialist, plan academic interventions.

VPSS and Learning Specialist, plan academic interventions.

**Budgeted Expenditures**

**Year**            **2017-18**

**2018-19**

**2019-20**

**Amount**

N/A

N/A

N/A

<b>Source</b>	N/A	N/A	N/A
<b>Budget Reference</b>	N/A	N/A	N/A

## Action #5

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Athletic director improves extracurricular offerings.

Athletic director improves extracurricular offerings.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	N/A	\$11,000	\$11,000
<b>Source</b>	N/A	Base	Base
<b>Budget Reference</b>	N/A	2000-2999: Classified Personnel Salaries Athletic Director	2000-2999: Classified Personnel Salaries Athletic Director

**Action #6**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Advisors provide weekly check-ins with students and review grades and attendance using PowerSchool Public Portal

Advisors provide weekly check-ins with students and review grades and attendance using PowerSchool Public Portal

**Budgeted Expenditures**

**Year**            **2017-18**

**2018-19**

**2019-20**

**Amount**

N/A

\$9,000

\$9,000

**Source**

N/A

Supplemental and Concentration

Supplemental and Concentration

<b>Budget Reference</b>	N/A	5000-5999: Services And Other Operating Expenditures PowerSchool	5000-5999: Services And Other Operating Expenditures PowerSchool
-------------------------	-----	--	--

## Action #7

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

Students to be Served	Location(s)
All Students	All Schools

**OR**

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

## Actions/Services

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

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

PSC counseling, advisors, and Learning Center teachers intervene with at-risk students.

PSC counseling, advisors, and Learning Center teachers intervene with at-risk students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	\$66,000	\$66,000
Source	N/A	Special Education	Special Education
Budget Reference	N/A	5000-5999: Services And Other Operating Expenditures PSC	5000-5999: Services And Other Operating Expenditures PSC

**Action #8**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Principal and school manager plan monthly evening parent meetings and hold monthly “coffee-talks”

Principal and school manager plan monthly evening parent meetings and hold monthly “coffee-talks”

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

N/A

\$1,000

\$1,000

**Source**

N/A

Base

Base

**Budget Reference**

N/A

2000-2999: Classified Personnel Salaries  
Office Manager

2000-2999: Classified Personnel Salaries  
Office Manager

**Action #9**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

Administrators, counselors, advisors participate in mediations to prevent suspensions.

**2019-20 Actions/Services**

Administrators, counselors, advisors participate in mediations to prevent suspensions.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	1000-1999: Certificated Personnel Salaries Kickboard Software to Monitor Discipline	1000-1999: Certificated Personnel Salaries Kickboard Software to Monitor Discipline

**Action #10**

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Address facilities issues in a timely manner to ensure the facility is in good repair

Address facilities issues in a timely manner to ensure the facility is in good repair

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

N/A

\$30,000

\$30,000

**Source**

N/A

Base

Base

**Budget  
Reference**

N/A

5000-5999: Services And Other  
Operating Expenditures  
Facilities Repair

5000-5999: Services And Other  
Operating Expenditures  
Facilities Repair

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

Unchanged

## Goal 4

Increase services and supports for our lowest performing students that include English Learners, African-American students, and students with special needs (IEP and 504).

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

**State Priorities:** 2, 4

**Local Priorities:**

### Identified Need:

Our lowest performing students need additional targeted support

### Expected Annual Measureable Outcomes

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

EL Progress Indicator (CELDT/ELPAC)	55.9% Scored Early Advanced or Advanced on CELDT (Proficient)	N/A	65% of ELLs will score Early Advanced and Advanced on the CELDT/ELPAC	65% of ELLs will score Early Advanced and Advanced on the CELDT/ELPAC
Reclassification Rates	Reclassified 29% of ELs	N/A	Increase re-designation of EL students by 5%	Increase re-designation of EL students by 5%
IEP course completion	4% of IEP students received at least one NC	N/A	Maintain the % of IEP students receiving NC's at below 4%	Maintain the % of IEP students receiving NC's at below 3%
Math Lab/Academic Numeracy Completion	100% of students pass Academic Numeracy/Math Lab	N/A	Maintain students passing Math Lab to 100%	Maintain students passing Math Lab to 100%

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

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

Modified

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

Modified

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

Continue to coach staff on implementation of ELL instructional strategies

**2019-20 Actions/Services**

Continue to coach staff on implementation of ELL instructional strategies

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	N/A	\$100,000	\$100,000
<b>Source</b>	N/A	N/A	N/A
<b>Budget Reference</b>	N/A	1000-1999: Certificated Personnel Salaries Professional Development Stipends	1000-1999: Certificated Personnel Salaries Professional Development Stipends

## Action #2

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

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

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

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

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Administer Reading assessment

Administer Reading assessment

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$4,000	\$4,000
Source	N/A	N/A	N/A
Budget Reference	N/A	4000-4999: Books And Supplies Reading Plus	4000-4999: Books And Supplies Reading Plus

### Action #3

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

Students to be Served

Location(s)

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Continue to have Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.

Continue to have Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

N/A

\$251,000

\$251,000

<b>Source</b>	N/A	Base	Base
<b>Budget Reference</b>	N/A	1000-1999: Certificated Personnel Salaries Learning Specialists	1000-1999: Certificated Personnel Salaries Learning Specialists

## Action #4

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

### Actions/Services

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Implement blended learning in Math Lab

Implement blended learning in Math Lab

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	N/A	\$5,000	\$5,000
<b>Source</b>	N/A	Supplemental and Concentration	Supplemental and Concentration
<b>Budget Reference</b>	N/A	4000-4999: Books And Supplies IXL Software, Zeal	4000-4999: Books And Supplies IXL Software, Zeal

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$194,645

6.21%

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.

Approximately \$194,645 of LCFF revenues are derived from Supplemental and Concentration Grants was allocated to Impact Academy. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting school staffing, intervention specialists, instructional coaching, college counseling support, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 6.2%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$1,240,000

Percentage to Increase or Improve Services

18.3%

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.

Approximately \$1,240,000 of LCFF revenues are derived from Supplemental and Concentration Grants was allocated to Impact Academy. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting school staffing, intervention specialists, instructional coaching, college counseling support, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 18.3%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.