

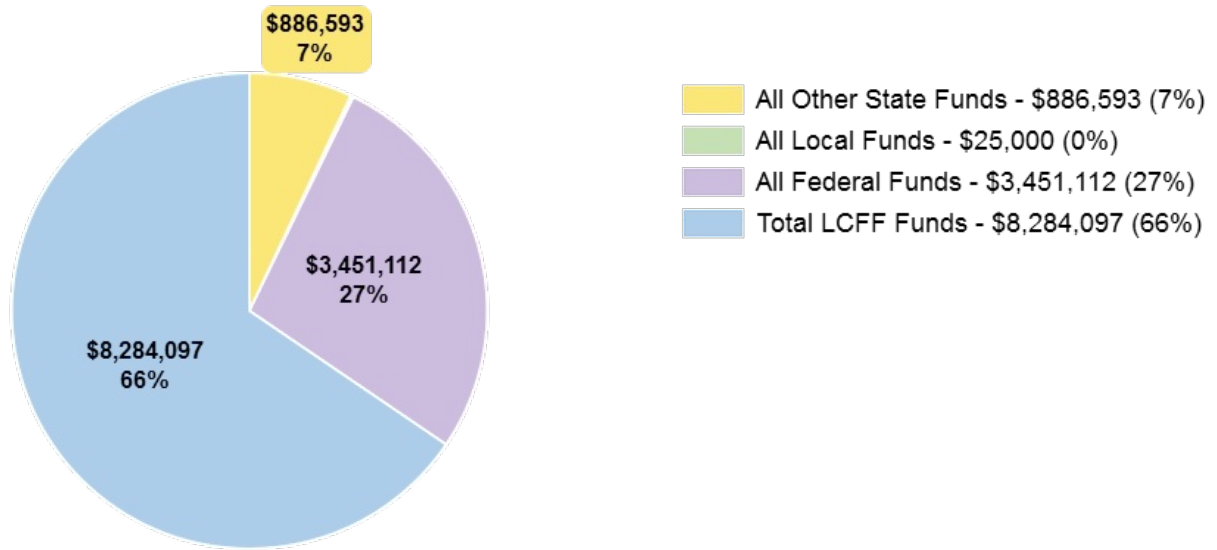
**Impact Academy of Arts & Tech  
2019 LCAP**

# LCFF Budget Overview for Parents

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

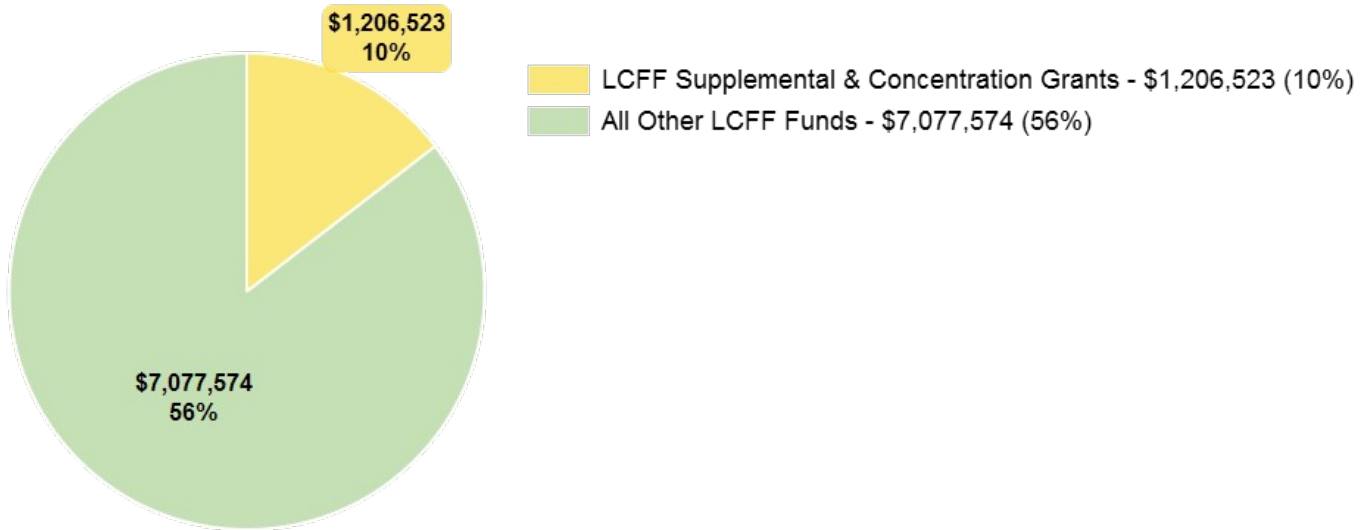
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$886,593	7%
All Local Funds	\$25,000	0%
All Federal Funds	\$3,451,112	27%
Total LCFF Funds	\$8,284,097	66%

## Breakdown of Total LCFF Funds



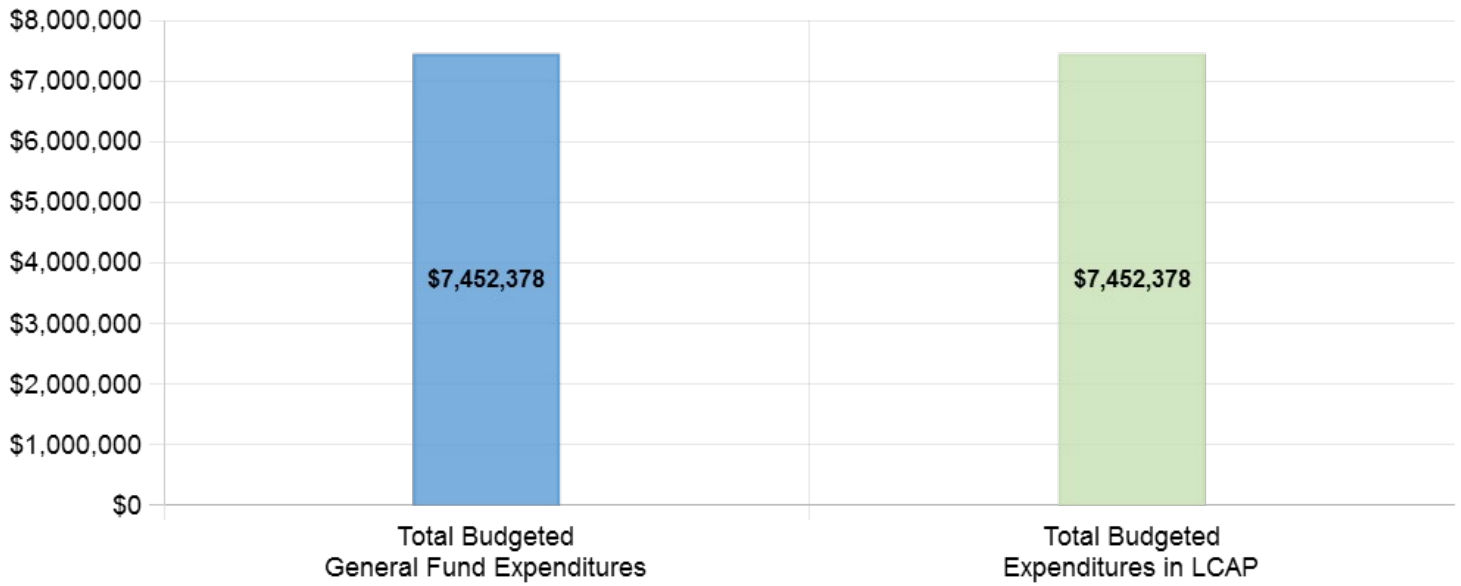
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$1,206,523	10%
All Other LCFF Funds	\$7,077,574	56%

*These charts show the total general purpose revenue Impact Academy of Arts & Technology expects to receive in the coming year from all sources.*

The total revenue projected for Impact Academy of Arts & Technology is \$12,646,802, of which \$8,284,097 is Local Control Funding Formula (LCFF), \$886,593 is other state funds, \$25,000 is local funds, and \$3,451,112 is federal funds. Of the \$8,284,097 in LCFF Funds, \$1,206,523 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

## Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$7,452,378
Total Budgeted Expenditures in LCAP	\$7,452,378

*This chart provides a quick summary of how much Impact Academy of Arts & Technology plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Impact Academy of Arts & Technology plans to spend \$7,452,378 for the 2019-20 school year. Of that amount, \$7,452,378 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

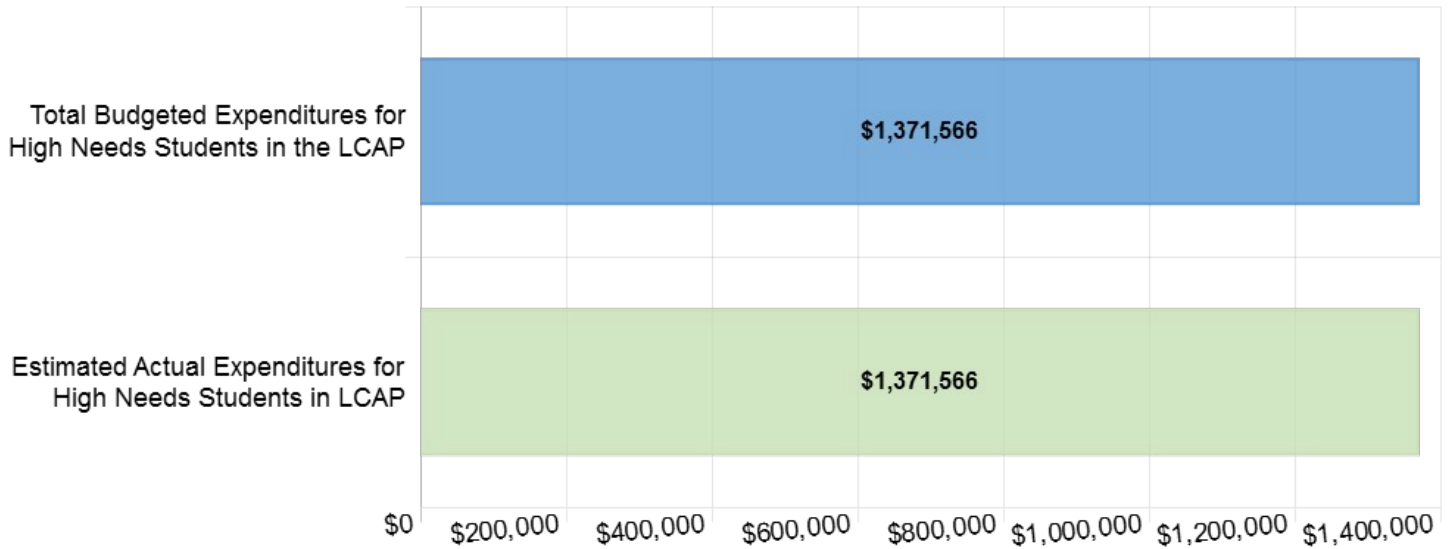
## Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Impact Academy of Arts & Technology is projecting it will receive \$1,206,523 based on the enrollment of foster youth, English learner, and low-income students. Impact Academy of Arts & Technology must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives

for high needs students. In the LCAP Impact Academy of Arts & Technology plans to spend \$1,206,523 on actions to meet this requirement.

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

## Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,371,566
Estimated Actual Expenditures for High Needs Students in LCAP	\$1,371,566

*This chart compares what Impact Academy of Arts & Technology budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Impact Academy of Arts & Technology estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

In 2018-19, Impact Academy of Arts & Technology's LCAP budgeted \$1,371,566 for planned actions to increase or improve services for high needs students. Impact Academy of Arts & Technology estimates that it will actually spend \$1,371,566 for actions to increase or improve services for high needs students in 2018-19.

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

**LCAP Year:** 2019-20

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. IA opened in August 2007 and now serves 830 students. We began expansion to middle grades in the 2016-2017 school year. In 2018-2019 we reached our full size and welcomed our first Middle Grades graduates into the high school. Based on research, best practices, and the lessons learned from 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 8th Grade, 10th Grade Benchmark, and 12th Grade College Success presentations, including 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.
- Engage math teachers in tri-weekly PLCs around adopting "task-based instruction" aligned with Common Core math practices.

- 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 two years, these tests have been realigned with the SBAC and 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.
- The high school is in year one of implementing Positive Behavior Interventions and Supports.

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

performance for these students.

## Greatest Progress

- 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 all student groups in the high school and maintaining very low suspension rates in the middle grades through restorative school culture plan and relationship building with students.
- 4) Increasing reading scores by an average of 2 years in grades 6-8, through daily personalized reading pathways and goal setting.
- 5) Increased math scores through math tasks that encourage productive struggle in all math classes paired with math-focused professional development cycles for all math teachers.

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

## Greatest Needs

- 1) In the high school, suspensions are declining. The school has built new core values, is implementing a PBIS system, and created new school culture policies to reduce suspensions.
- 2) Suspensions for Black or African American students, English Learners, and Socioeconomically Disadvantaged students are high. Leadership team has continued a cycle of inquiry regarding equity of suspensions, and all staff are implementing new core values, PBIS system, and Restorative Justice practices.
- 3) Grades 7-8 SBAC math proficiency is 31%, and Grade 11 SBAC math proficiency is 25%. Math instructional leads are leading math professional development focused on productive struggle and cycles of inquiry looking at student work on SBAC aligned math tasks.

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

## Performance Gaps

For our suspension indicator, students of color and students of special needs are suspended and "high" or "very high rates."

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 revised our student handbook and suspension practices to allow us to investigate inequities and use more restorative practices. We continue to develop preventative measures through PBIS

implementation and to seek out alternative, restorative measures to address negative behaviors. Our internal data suggests that suspension rates have dramatically declined.

## Comprehensive Support and Improvement

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

### Schools Identified

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

Not Applicable.

### Support for Identified Schools

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

Not Applicable.

### Monitoring and Evaluating Effectiveness

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

Not Applicable.

# Annual Update

## LCAP Year Reviewed:

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, 7, 8

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

ELA: Increase by 3%  
Math: Increase by 5%

62% met or exceeded standard on ELA 11th grade  
53% met or exceeded standard on ELA 7th grade  
39% met or exceeded standard on ELA 8th grade

25% met or exceeded standard on Math 11th grade  
29% met or exceeded standard on Math 7th grade  
32% met or exceeded standard on Math 8th grade

ELA: Increase students designated ready for college coursework by 8%  
Math: Increase students designated ready for college coursework by 5%

ELA: Increased students designated ready for college coursework by 8%  
Math: Increased students designated ready for college coursework by 5%

Increase students scoring 3 or better on AP Tests by 6%

Did Not Increase students scoring 3 or better on AP Tests by 6%

100% or above appropriately credentialed teachers

100% or above appropriately credentialed teachers

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 used CCSS Standards- Based Curriculum  
100% of Science teachers used NGSS aligned curriculum

100% of students reach proficiency on CSP

100% of students reached 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**

Implement blended learning through Chromebook 1:1 initiative

**Actual Actions/Services**

Implemented blended learning through Chromebook 1:1 initiative

**Budgeted Expenditures**

\$12,000

**Estimated Actual Expenditures**

\$12,000

**Action 2****Planned Actions/Services**

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

**Actual Actions/Services**

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

**Budgeted Expenditures**

\$5,000

**Estimated Actual Expenditures**

\$5,000

**Action 3****Planned Actions/Services**

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

**Actual Actions/Services**

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

**Budgeted Expenditures**

\$4,000

**Estimated Actual Expenditures**

\$4,000

**Action 4****Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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

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

\$48,000

\$48,000

## Action 5

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

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

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

\$16,000

\$16,000

## Action 6

### 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 and add Physics to our science sequence in order to improve results on their AP Environmental Science exam.

Continued 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.

\$22,000

\$22,000

**Action 7****Planned Actions/Services**

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

**Actual Actions/Services**

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

**Budgeted Expenditures**

\$7,550

**Estimated Actual Expenditures**

\$7,550

**Action 8****Planned Actions/Services**

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

**Actual Actions/Services**

Offered 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**

\$48,000

**Estimated Actual Expenditures**

\$48,000

**Action 9****Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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

\$21,000

\$21,000

### Action 10

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

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

\$50,000

\$50,000

### Action 11

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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.

\$36,000

\$36,000

### Action 12

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

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

\$2,500

\$2,500

### Action 13

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

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

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.

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 continue to offer AP course in Spanish Language, Spanish Literature, Government, Environmental Science, and Computer Science. We financially sponsored students to take the AP tests in the Spring.

The Middle Grades has continued to implement 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.

No difference.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The class of 2018 saw an 80% acceptance rate to four-year universities. 100% of students successfully defended their College Success Portfolio. In the high school, 62% of students met or exceeded standards in English on the CAASPP. 25% met or exceeded standards in Math. In the Middle Grades, 53% of 7th graders and 38% of 8th graders met or exceeded ELA standards and 29% of 7th graders and 32% of 8th graders met or exceeded standards in math.

Impact Middle Grades had an average of 1.5 years of growth in Reading.

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 entire network has determined that improving math instruction and outcomes is a priority for improvement. Based on this shift, math teachers are engaged in separate professional development every three weeks. In these content areas groups, teachers have developed CAASPP aligned tasks and engaged in cycles of inquiry based on supporting students in developing the Common Core math practices.

We expect to be able to see increased outcomes for our students in their math CAASPP scores.

# 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

28% of parents/guardians give feedback on the LCAP by attending a Spartan Meeting 40% Feedback through survey

90% or above parents will attend family conferences

70% of parents will participate in Exhibitions, a part of the CSP program

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

### Actual

Parents/guardians gave feedback on the LCAP by attending a Spartan Meeting. 30% gave feedback through survey.

90% of parents attended family conferences

70% of parents participated in Exhibitions, a part of the CSP program

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 Spartan Family meetings to review the LCAP with parents/families

#### Actual Actions/Services

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

#### Budgeted Expenditures

\$14,000

#### Estimated Actual Expenditures

\$14,000

### Action 2

#### Planned Actions/Services

Continue to monitor Family Conference attendance

#### Actual Actions/Services

Continued to monitor Family Conference attendance

#### Budgeted Expenditures

\$500

#### Estimated Actual Expenditures

\$500

### Action 3

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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.

\$14,000

\$14,000

#### Action 4

##### Planned Actions/Services

##### Actual Actions/Services

##### Budgeted Expenditures

##### Estimated Actual Expenditures

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

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

\$3,000

\$3,000

#### Action 5

##### Planned Actions/Services

##### Actual Actions/Services

##### Budgeted Expenditures

##### Estimated Actual Expenditures

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

\$35,000

\$35,000

## Action 6

### Planned Actions/Services

College Advisor pushes into senior classes to support with applications.

### Actual Actions/Services

College Advisor pushed into senior classes to support with applications.

### Budgeted Expenditures

\$1,500

### Estimated Actual Expenditures

\$1,500

**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 6-12 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. 76% enrolled in a 4-year college and 20% enrolled in a 2-year college.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference.

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 6-8 students completed college exploration curriculum in their advisory, as well as participating in a yearly 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, 4, 5, 6

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Decrease % of students expelled to 1% or less

Decrease Suspension Rate to 5% or below. Reduce suspension of students with Special Needs to match the school-wide average.

ADA to 97% or above

Decrease Chronic Absenteeism to 6% or below

### Actual

Decreased % of students expelled to 1% or less

Decreased Suspension Rate to 5% or below. Reduce suspension of students with Special Needs to match the school-wide average.

ADA: 95%

Decreased Chronic Absenteeism to 6% or below

**Expected**

Maintain Class Average Class Size to 30 or less

Maintain Graduation Rate at 97%

Maintain Dropout Rate at 1% or less for Hispanic and at 1% or less for African American.

Increase in student and parent feelings of safety and school connectedness to 75% or above

Maintain facilities to standard

**Actual**

Maintain Class Average Class Size to 30 or less

Maintained Graduation Rate at 97%

Maintained Dropout Rate at 1% or less for Hispanic and at 1% or less for African American.

Increased in student and parent feelings of safety and school connectedness to 60%.

Maintained facilities to standard

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue implementation of the Code of Conduct

Continued implementation of the Code of Conduct

\$80,000

\$80,000

**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**

\$14,000

**Estimated Actual Expenditures**

\$14,000

**Action 3****Planned Actions/Services**

Administer Annual Parent and Student Survey

**Actual Actions/Services**

Administered Annual Parent and Student Survey

**Budgeted Expenditures**

N/A

**Estimated Actual Expenditures**

N/A

**Action 4****Planned Actions/Services**

VPSS and Learning Specialist, plan academic interventions.

**Actual Actions/Services**

VPSS and Learning Specialist, plan academic interventions.

**Budgeted Expenditures**

N/A

**Estimated Actual Expenditures**

N/A

**Action 5****Planned Actions/Services**

Athletic director improves extracurricular offerings.

**Actual Actions/Services**

Athletic director improved extracurricular offerings.

**Budgeted Expenditures**

\$11,000

**Estimated Actual Expenditures**

\$11,000

**Action 6****Planned Actions/Services**

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

**Actual Actions/Services**

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

**Budgeted Expenditures**

\$9,000

**Estimated Actual Expenditures**

\$9,000

**Action 7****Planned Actions/Services**

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

**Actual Actions/Services**

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

**Budgeted Expenditures**

\$66,000

**Estimated Actual Expenditures**

\$66,000

**Action 8****Planned Actions/Services**

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

**Actual Actions/Services**

Principal and school manager planned monthly evening parent meetings and held monthly "coffee-talks"

**Budgeted Expenditures**

\$1,000

**Estimated Actual Expenditures**

\$1,000

**Action 9****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.

N/A

N/A

### **Action 10**

#### **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

\$30,000

\$30,000

**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.

1. In the high school, Year 1 PBIS rollout has happened through our PBIS team (currently grade level leads, two admin, and our college counselor). The team has attended three days of training through Santa Clara County Office of Education and HUSD. The team then plans for staff professional development sessions to train teachers.
2. VPs work in coordination with our office manager to coordinate interventions around attendance.
3. VPSS, Learning Specialist, plan academic interventions in weekly Learning Center meetings. Learning Center staff meet weekly with teacher to plan for supports including push-in, pull out, accommodations and modifications.
4. Athletic Director meets weekly with principals to communicate around sports programs.
5. Based on PBIS training, advisors plan for regular check ins with students.
6. Staff refers students to counselling using a standard referral form. Counseling staff works with VPs to hold cycles of inquiry, evaluating student needs against availability of counselors.
7. Principals and school manager meet monthly to plan evening parent meetings. Each year we collect family feedback regarding content of the meetings and use that to inform planning.
8. Admin is meeting regularly to conduct a series of interviews (Brief Interventions) with students identified as being at-risk of being suspended for drug use. We use mediations to prevent conflicts from becoming physical.

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

1. 80% of staff believes that Impact is moving in the right direction in terms of building a positive school culture.
2. As of March 5, 2019, Impact HS' attendance rate is 94.47% and the Middle Grades' is 96.49%.
3. Impact's Special Ed graduation rate is 92.3%. The average GPA for students with IEPs is 2.83 which makes them eligible for admission to CSU system.
4. In the HS, we currently have boys' and girls' basketball teams, girls' soccer, boys' baseball, girls' volleyball, cross country, and flag football. In the Middle Grades, we have boys' and girls' basketball teams, girls' soccer, boys' soccer, and cross country.
5. Impact's SEL survey data has increased slightly since last year. 60% of HS students feel safe while at school. Up from 53% in 2017-2018.
6. NA
7. We continue to look for ways to increase attendance. This year, we hosted our first financial literacy night which was well-received.
8. Our suspension rates have dropped dramatically since this time last year. As of March of 2018, the High School had suspended 62 students. As of March of 2019, we have suspended 21 students. The Middle Grades suspended 1 student in 2017-2018 and have suspended one student in 2018-2019.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference.

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 continue to attend training and implement professional development in 2019-2020.

Middle grades staff will engage in monthly year-long equity PDs to build an equitable community amongst staff and build restorative relationships with students.

# 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:**

# Annual Measurable Outcomes

## Expected

65% of ELLs will score Early Advanced and Advanced on the CELDT/ELPAC

Increase re-designation of EL students by 5%

Maintain the % of IEP students receiving NC's (Non-Credit) at below 4%

## Actual

65% of ELLs scored Early Advanced and Advanced on the CELDT/ELPAC

Increased re-designation of EL students by 5%

Maintained the % of IEP students receiving NC's (Non-Credit) at below 4%

**Expected**

Maintain students passing Math Lab to 100%

**Actual**

Maintained students passing Math Lab to 100%

**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 instructional strategies

**Actual Actions/Services**

Continued to coach staff on implementation of ELL instructional strategies

**Budgeted Expenditures**

\$100,000

**Estimated Actual Expenditures**

\$100,000

**Action 2**

**Planned Actions/Services**

Administer Reading assessment

**Actual Actions/Services**

Administered Reading assessment

**Budgeted Expenditures**

\$4,000

**Estimated Actual Expenditures**

\$4,000

**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

\$251,000

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Implement blended learning in Math Lab

Implemented blended learning in Math Lab

\$5,000

\$5,000

**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 training in PBIS and restorative justice practices.. In addition, Impact continues to offer blended learning in Math Lab/Academic Numeracy and offer 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.

In order to support EL students in grades 6-8, students take a reading/writing course for 50 minutes a week. Tier 3 EL students also engage in the SST process to identify supports.

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, and suspension rates remain very low in the grades 6-8 for all students. Impact will continue to address with restorative justice intervention and PBIS.. Restorative justice practices combined with our current referral ladder in the high school is resulting 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.

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 continues implementation of a new PBIS system with new core values and a revised referral ladder which is decreasing the suspension rates of English Learners, Low-Income, and African-American students.

Impact is leveraging personalized learning time and grade level standards such that all middle-grade students are working on grade-level as well as remedial skills throughout the day depending on their needs.

Daily Flex classes in grades 6-8 assist students with personalized learning and goal setting to help them access their agency.

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# Stakeholder Engagement

**LCAP Year:** 2019-20

## Involvement Process for LCAP and Annual Update

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

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 resubmitted them to the Support Office LCAP leadership team for review and for preparation for a June Board presentation.

Timeline 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

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 2018-19 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 ag course program for all students, continuing to focus on collegeready instruction, including Socratic seminars, and public exhibitions of learning, Portfoliobased assessment and defenses for 10th & 12th grades

Goal 2. Develop a CollegeGoing 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, lowincome 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 dryruns 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.

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# 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**

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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

\$30,000

**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
Amount	N/A	\$5,000	\$5,000
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	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
<b>Amount</b>	N/A	\$48,000	\$45,000
<b>Source</b>	N/A	Base	Base
<b>Budget Reference</b>	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	\$6,000
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	\$17,000
<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 \$20,000	\$45,000
Source	N/A	Base Title I	Base

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 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**

**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

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**

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	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	\$20,000
<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	\$20,000
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**

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**

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

**2019-20 Actions/Services**

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	\$39,000
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	\$20,000
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

\$6,000

**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
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## 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	\$115,000
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**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$5,000
Source	N/A	N/A	5000-5999: Services And Other Operating Expenditures
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**

**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

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

\$80,000

**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 (Non-Credit) 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	\$90,000
<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	\$8,000
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

\$244,000

<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

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$194,645

Percentage to Increase or Improve Services

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.

## LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$807,046

Percentage to Increase or Improve Services

19.53%

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).

Approximately \$807,046 of LCFF revenues derived from Supplemental and Concentration Grants 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 19.53%. 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.