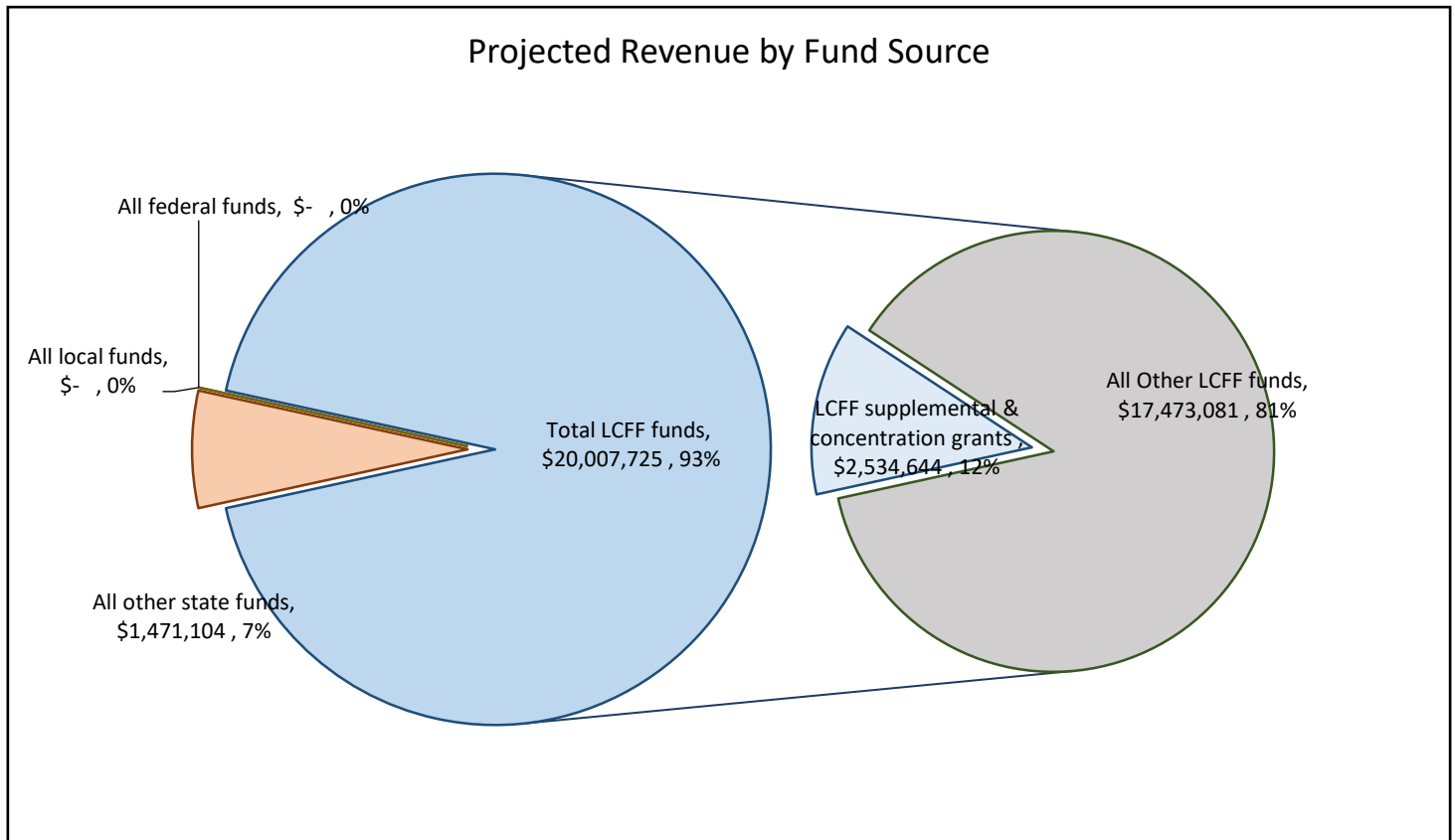


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Opportunities for Learning - Santa Clarita/William S. Hart
CDS Code: 19 65136 1996263
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Yelena Shapiro yshapiro@emsofl.com

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

Budget Overview for the 2019-20 LCAP Year

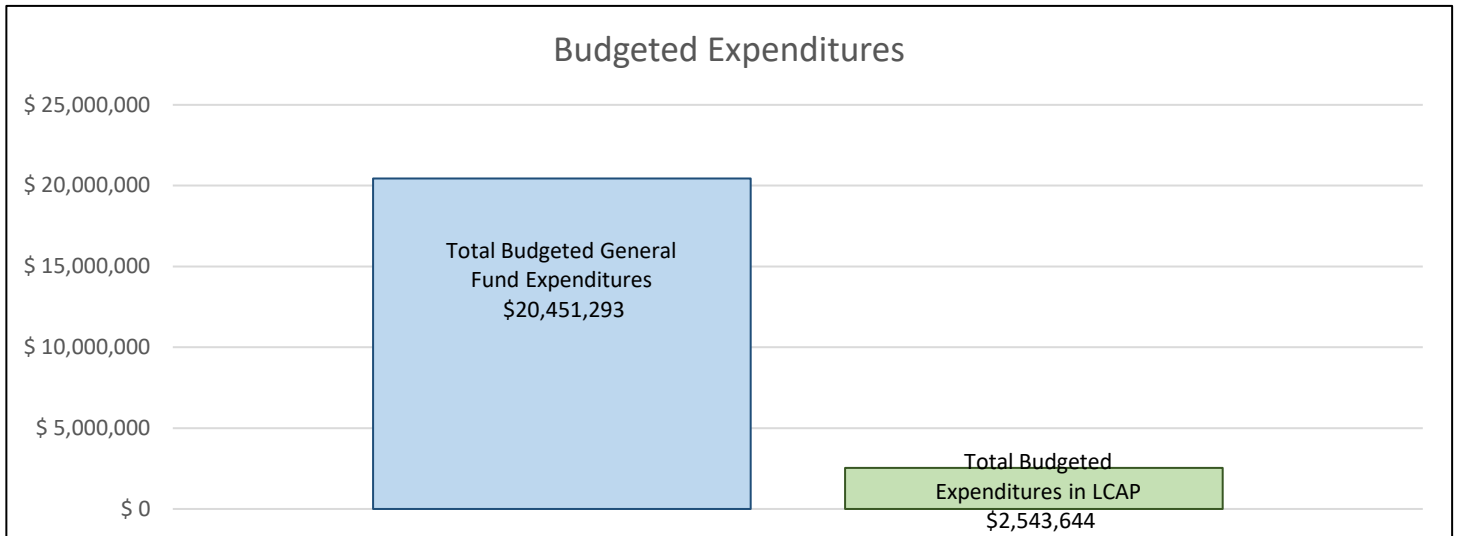


This chart shows the total general purpose revenue Opportunities for Learning - Santa Clarita/William S. Hart expects to receive in the coming year from all sources.

The total revenue projected for Opportunities for Learning - Santa Clarita/William S. Hart is \$21,478,829.00, of which \$20,007,725.00 is Local Control Funding Formula (LCFF), \$1,471,104.00 is other state funds, \$0.00 is local funds, and \$0.00 is federal funds. Of the \$20,007,725.00 in LCFF Funds, \$2,534,644.00 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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Opportunities for Learning - Santa Clarita/William S. Hart plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Opportunities for Learning - Santa Clarita/William S. Hart plans to spend \$20,451,293.00 for the 2019-20 school year. Of that amount, \$2,543,644.00 is tied to actions/services in the LCAP and \$17,907,649.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

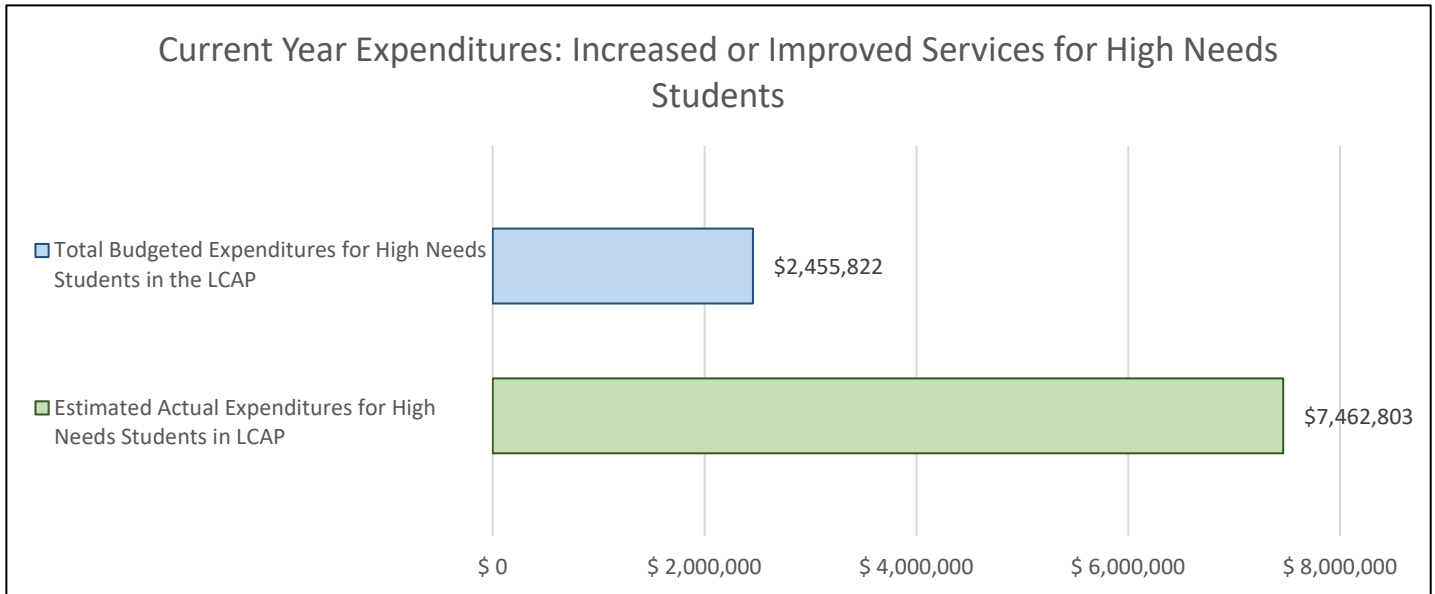
General Fund Budget Expenditures, for the 2019-20 LCAP year that are not included in the LCAP cover a number of operational and business costs. These costs include but are not limited to non-instructional staff salaries, staff business expenses (i.e. office supplies and technology), other student information system upgrades and data tracking improvements, facilities and maintenance, rent, general business expenses (i.e. taxes and licensing costs), management fees, and district administrative fees. Additionally, most of the budgeted expenditures identified in the LCAP that require additional funding outside of that which is budgeted for the year (based on anticipated LCFF revenues) will also be covered by the General Fund.

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

In 2019-20, Opportunities for Learning - Santa Clarita/William S. Hart is projecting it will receive \$2,534,644.00 based on the enrollment of foster youth, English learner, and low-income students. Opportunities for Learning - Santa Clarita/William S. Hart 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, Opportunities for Learning - Santa Clarita/William S. Hart plans to spend \$2,534,644.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



This chart compares what Opportunities for Learning - Santa Clarita/William S. Hart budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Opportunities for Learning - Santa Clarita/William S. Hart 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, Opportunities for Learning - Santa Clarita/William S. Hart's LCAP budgeted \$2,455,822.00 for planned actions to increase or improve services for high needs students. Opportunities for Learning - Santa Clarita/William S. Hart estimates that it will actually spend \$7,462,803.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

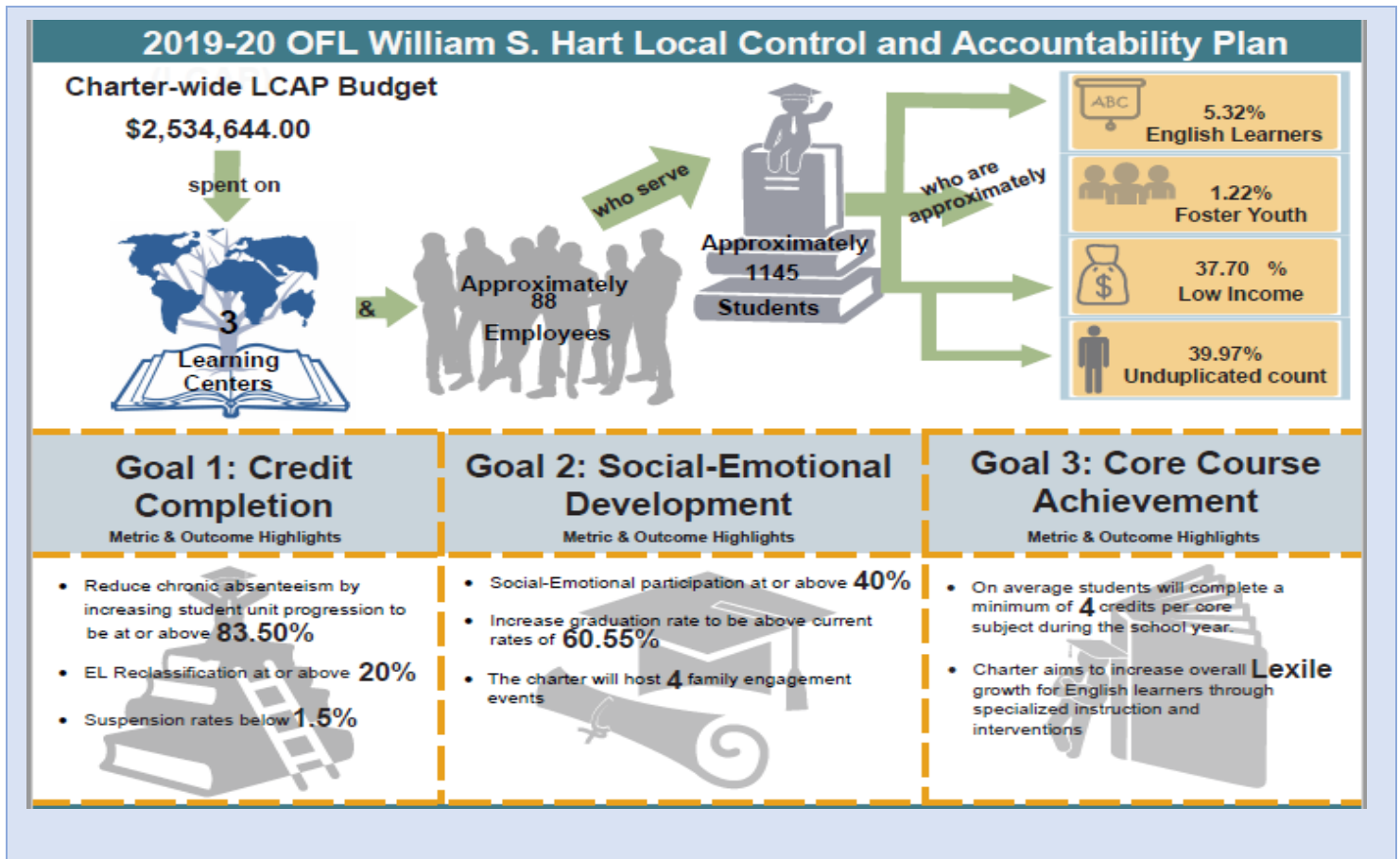
[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Opportunities For Learning Public Charter Schools - William S. Hart/Santa Clarita	Yelena Shapiro, Principal	yshapiro@emsofl.com (626) 921-8200

2017-20 Plan Summary

The Story

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



Educational Philosophy:

Opportunities For Learning provides educational opportunities for those students most at-risk of reaching adulthood without the knowledge, skills, and attributes required to enjoy productive and fulfilling lives. The OFL learning centers offer students an opportunity to recover academically and get back on track to receive a high school diploma. Additionally, our learning centers provide an education that increases students' options upon graduation for either post-secondary learning or entering the professional market.

Educational Program:

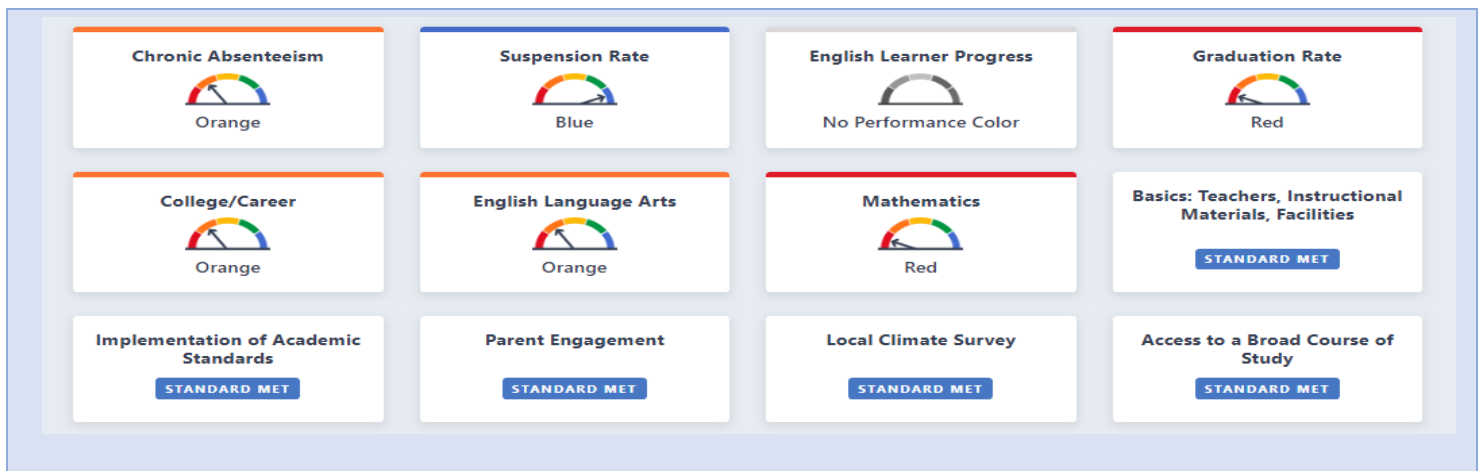
The paramount goals for Opportunities For Learning are: (i) to offer a comprehensive learning experience under the Common Core State Standards to students, (ii) to identify students who are not being served in the traditional public school system and provide them educational services: and (iii) to help students become self-motivated, competent, lifelong learners. The program also strives to provide pupils and parents expanded education choices within California's public school system. We believe that students should be involved in the planning and implementation of their own educational program in order to take responsibility for their own lives. Our program is designed so that students work within an educational environment in which they learn best, thereby avoiding boredom and frustration. Through the use of standards-based assignments broken into manageable units, students receive immediate feedback and continuous encouragement that will build success and lead to great self-confidence. In addition, the academic and behavioral standards to which students are held help develop self-discipline and productive work habits.

Mission:

The mission of Opportunities For Learning is to create an educational choice for all students. Our staff connect with students to empower and inspire them to achieve their goals and make their dreams a reality. Opportunities For Learning will assist students as they develop supportive relationships that enable them to manage work life, and familial responsibilities. Our vision is to re-engage students by giving them the skills and the confidence to become lifelong learners who contribute to their community.

LCAP Highlights

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

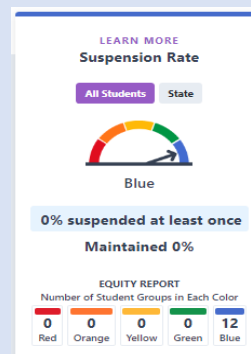


The OFL William S. Hart Charter will be working toward closing the opportunity gap between student groups in the 2019-20 LCAP year through a number of strategic efforts. Much of our focus in the upcoming year will be geared toward advancing the work and achievements of the 2018-19 school year. Many of our targeted metrics will show growth and improvement over the past two years. OFL - William S. Hart will incorporate the CSI plan goals focused on improving chronic absenteeism, graduation rates, college and career readiness, and Math and English SBAC scores. For example, we will continue working diligently toward ensuring that students are completing coursework and progressing toward academic milestones such as English learner reclassification, graduation and core course completion. To address these goals as outlined in the CSI plan, intervention plans will be established and monitored for effectiveness. Tracking, monitoring, and individualized support for seniors for strategic planning and academic progress will be instituted with fidelity. Increased attention on engaging students to connect schoolwork and college/career success and expansion of student and family engagement opportunities will be implemented. We will also focus our efforts on promoting active engagement in our program through social-emotional development, extra-curricular curriculum including activities and stakeholder involvement offerings. Additionally, our targeted academic growth priority will be core course completion this year, so as to ultimately increase student mastery of material and performance on standardized assessments and advancing toward reclassification and graduation. This will be done by providing students with access to specialized support staff, additional appointments, the development and coaching of our instructional staff, improving our curriculum and instruction offerings, and regularly assessing student's growth and performance. Professional development will be offered to improve data analysis to guide instructional practices and targeted interventions for increased Math and English student achievement. Other actions and services to be provided in working toward achieving these goals and metrics include events for students, school programming, student academic resources, curriculum development, stakeholder engagement events and materials to improve student engagement.

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

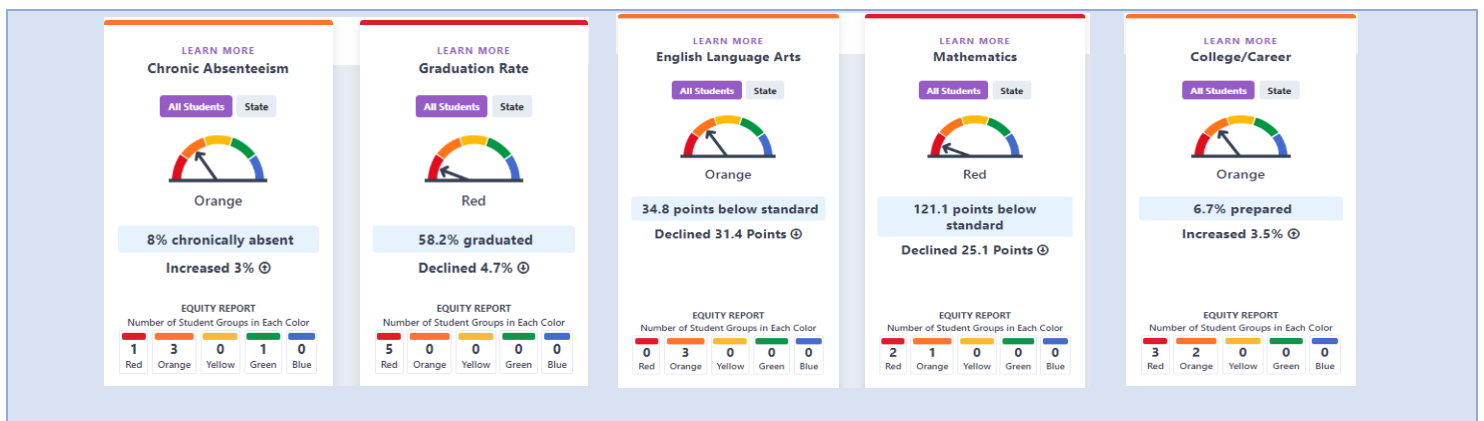


OFL - William S. Hart priority is to build strong, positive, and meaningful relationships with students based on mutual trust and respect to encourage academic and social-emotional success and achievement. Teachers and Student Advisors meet with students and offer one-on-one instructional support and strategic academic planning. By focusing on relationship building and creating welcoming and caring environments, OFL - William S. Hart has been able to keep suspension rates at low levels for these reasons. Any academic and behavioral issues are regularly addressed with academic and behavioral contracts involving the student, parent, and teacher. Tier interventions are used to redirect behavior and every effort is made to incorporate positive interventions and consequences. Intervention plans were collaboratively developed and implemented in the 2018-2019 school year. The addition of Intervention Teachers at most learning centers have helped address, support, and improve academic achievement and progress for struggling students.

OFL- William S. Hart regularly monitors the Local Indicators and update staff on progress at both charter level and school site level meetings. Having an LCAP point person has been instrumental in increasing communication and the level of awareness with all stakeholders to help monitor, track, and meet the local indicators. The Assistant Principals regularly monitor the progress of the students at their school sites. English Language Specialists track EL student progress and Student Advisors track foster student Individualized Learning Plans (ILPs) monthly, which has positively helped OFL- William S. Hart surpass the levels of measurement goals that were we set, including the reclassification goals and ILP goals. EL student population are providing extra support through English Language Specialists who work with EL students on their language development at extra appointments. The EL specialists provide mini lessons targeting each student’s development and level incorporating support in performance tasks involving reading, writing, listening, and speaking Common Core State Standards. OFL teachers are dedicated to providing social emotional learning opportunities by placing students in the appropriate courses and offering Pathways trips that are focused on leadership and growth. Participation in social emotional learning opportunities has increased and student engagement based on surveys and satisfaction measures have been overwhelmingly positive.

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



OFL - William S. Hart had a 4.7% decrease in **graduation rates**. To address this issue a Comprehensive School Improvement Plan (CSI) has been created. Based on the evidence intervention strategies and recommendations cited in the U.S. Department of Education's Preventing Dropout in Secondary Schools reported and published in the What Works Clearinghouse, this plan will be incorporated in the 2019-2020 school year. The following intervention recommendations will be implemented:

Tracking, monitoring, & intensive Individualized support for seniors for strategic planning and academic progress - These will include Parent/Student Conferences focused on Achievement chats and strategic planning, Assistant Principal and Student Advisor tracking of 12th graders' progress every month, 170 units meeting with SA & Teacher, Senior cohorts (Teams) - these students meet with Student Advisor and Intervention Specialist (together) perhaps 2 times per month to motivate each other to work and for support/tutoring, and Mentorships - pairing one senior with one instructional staff.

Career/College Awareness: Engage students to connect schoolwork and college/career success - These will include Crew, various College Tours and Service Learning Trips, increased concurrent enrollment opportunities and internships, Resume Workshops, CTE classes, and College/Career Fairs.

Increasing student and family engagement - These will include Senior Nights, Senior Awards/Signing, Student Council, FAFSA Nights, and College Research Process Workshop.

Additional studies include:

Kemple, J. J., & Snipes, J. C. (2000). *Career Academics: Impacts on student's engagement and performance in high school*, NY: MDRC

Dynarski, M., Gleason, P., Rangarajan, A., & Wood, R. (1998). *Impacts of dropout prevention programs [Horizon High Schools - Las Vegas, NV]: Final report. A research report from the School Dropout Demonstration Assistance Program evaluation*. Princeton, NJ: Mathematica Policy Research.

Edmunds, J., Unlu, F., Glennie, E., Berstein, L., Fesler, L., Furey, J., & Arshavsky, N. (2015). *Smoothing the transition to postsecondary education: The impact of early college model*. Retrieved from <http://www.serve.org/>

McDonough, P., M. (2005). *Counseling and college in America's high schools*. CA: NACAC

Sinclair, Christenson, Evelo, & Hurley, (1998). *Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure*. *Exceptional Children*, 65(1), 7-21

Sinclair Christenson, & Thurlow, (2005). *Promoting school completion of urban secondary youth with emotional or behavioral disabilities*. *Exceptional Children*, 71(4), 465-482.

Gonzales, N., Wong, J., Toomey, R., Millsap, R., Dumka, L., & Mauricio, A. (2014). *School engagement mediates long-term prevention effects for Mexican American adolescents*. *Prevention Science*, 15(6), 929-939.

College and Career Readiness

The number of students who are college and/or career ready has increased by 3.5%, but the total percentage of students prepared is low. The percentage of students on an A-G path and are taking AP level courses and examinations can be improved. The nature of our program in accepting all students with the majority being those who are over-age and under-credit makes this metric a challenge. Students who are behind in credits tend to choose to either go into the workforce after high

school or attend a community college. However, OFL William S. Hart offers an A-G path to all students. Offering College Tours and Service Learning trips as well as mandating regular strategic planning and goal setting with teachers and/or Student Advisors, and expanding college/career events will be used to improve this area of need.

Chronic Absenteeism

Chronic absenteeism continues to be a challenge. OFL - William S. Hart serves students who move schools often, students who are out of school for medical reasons or are parenting, and students who cannot commit to a regular schedule. OFL - William S. Hart will continue to monitor student attendance and incorporate consistent parental communication, messaging, and support as well as conducting home visits and providing community support resources. Targeted interventions including behavioral and academic contracts, increased and documented intervention strategies, utilizing Intervention Teachers/Success Coaches at most school sites, home visits, parental conference, School Study Team, and offering Homework Cafes weekly to increase attendance opportunities. Digital attendance implementation will also be employed.

Mathematics

Math continues to be OFL - William S. Hart's greatest area of need. There was a 25.1 decrease in the Math scores. In the past years we have followed a sequencing based on Algebra I, Algebra II, and Geometry, progression for all students. OFL - William S. Hart will be shifting to a different sequence, Algebra 1, Geometry, and Algebra II to reflect the charting district policy to help avoid any skill gaps that might result when students transfer between the schools. OFL - William S. Hart will be implementing a new math digital curriculum that might offer more student accessibility and support. Teachers are regularly participating in math curriculum dives and assessment analysis. Chunking and scaffolding PLC's will continue to be offered. Students will have additional Math Lab opportunities during Homework Cafe. OFL - William S. Hart will address educational gaps in skills and standards upon enrollment (multiple grade levels behind) with targeted skill and standards interventions in small group instruction classes, using RenStar data to guide instructional practices, incorporating achievement chats with parents and students every semester, promoting small group instruction attendance, utilizing Math Intervention Specialists, and offering additional instructional support and access during evenings (Homework Cafes). With the increased in SPED and EL populations, OFL - William S. Hart will enlist additional support staff to focus on RTI and tier 1 and 2 intervention strategies.

English

There was a 31.4 decrease in the ELA scores. Students who enroll in the program are usually behind in credits which also means they are behind in grade-level concepts which negatively impact their SBAC scores due to potential knowledge gaps in reading and writing. Some students may be completely behind in ELA but have eleventh grade credits, but are still required they take the SBAC assessments. Placing students in direct instruction courses where they can receive differentiated lessons and one-on-one help from an English teacher will hopefully remedy this issue. OFL - William S. Hart will be implementing a new English digital curriculum that might offer more student accessibility and support. Teachers are regularly participating in English curriculum dives and assessment analysis. Chunking and scaffolding PLC's will continue to be offered. Adding an additional Instructional Coach position to support and improve instructional practices in English and offer more coaching opportunities will also be used to address this need. OFL - William S. Hart will address educational gaps in skills and standards upon enrollment (multiple grade levels behind) with targeted skill and standards interventions in small group instruction classes, using RenStar data to guide instructional practices, incorporating achievement chats with parents and students every semester, promoting small group instruction class attendance, offering additional instructional support

and access during evenings and (Homework Cafes). With the increased in SPED and EL populations, OFL - William S. Hart will enlist additional support staff to focus on RTI and tier 1 and 2 intervention strategies.

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

Performance Gaps

The OFL William S. Hart charter did not have any performance gaps reported on the California School Dashboard. As a charter, we will continue to monitor student group data and ensure that supports, actions, and services are being provided equitably as outlined in the LCAP.

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.

William S. Hart - Opportunities For Learning- Santa Clarita

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.

LEA supported identified schools in developing CSI plans by using the CA Dashboard results and the WASC Accreditation Self-Study findings and the Visiting Team schoolwide growth areas for continuous improvement recommendations as the school-level needs assessment. Data and findings from the Dashboard, WASC Self-Study, and the Visiting Team were analyzed with stakeholders to find root causes and determine the school’s needs for a comprehensive assessment. Identification of any potential inequities were targeted with data analysis from these results and findings. Support of data analysis and interpretations was provided by the Instructional Coach and used to determine if any inequities existed and needed to be addressed in the plan. Stakeholders were provided with multiple research publications from What Works Clearinghouse database and all intervention findings were collaboratively evaluated on strength of summary evidence. The CSI plan was developed with stakeholders using this data and subsequent analysis, including the identification of evidence-based interventions and resources identified for implementation which were evaluated and grounded on evidence based with moderate to strong findings. The CSI plan will focus on the following interventions: 1. Intentional and individualized tracking, monitoring, and support for seniors centered on strategic planning and academic progress. 2. Increasing WIOA and career awareness to engage students to connect schoolwork and college/career success. 3. Increasing student and family engagement. Following the recommendations provided by the evidence based research in *Preventing Dropout in Secondary School* publication, the LEA designed a plan to develop and

implement the interventions that have strong to moderate findings in order to effectively increase graduation rates.

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.

The LEA plans to collect the data it determines to be sufficient, including but not limited to the outcomes from the Dashboard, internal data pulls, and individual student tracking and documentation to evaluate the implementation and effectiveness of the plan. Identified quarterly monitoring cycles and an annual analysis of implementation progress and impact on student learning will be conducted to continually monitor the implementation and effectiveness of the CSI plan. The LEA will work with staff to coordinate the review and analyzing of data to support progress and provide feedback of impact on student outcomes. We expect that with these interventions, we will see our graduation rates go from 60.55% to closer to the 67% goal and our dashboard indicator will move from Red to Orange as we effectively get more students to graduate from the program.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Credit completion towards graduation is accomplished through an overall reduction in absenteeism for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 8

Local Priorities: Not applicable

Annual Measurable Outcomes

Expected	Actual
A. For all CBEDS students, student progression will average at least 83.5% overall.	For all CBEDS students, student progression averaged 86.38% overall.
B. For all CBEDS English learners, student progression will average at least 82.5% overall.	For all CBEDS English learners, student progression averaged 92.51% overall
C. For all CBEDS low income students, student progression will average at least 83.5% overall.	For all CBEDS low income students, student progression averaged 83.91% overall.
D. At least 80% of our foster youth will have an Individualized Learning Plan (ILP) that considers AB 216 qualifications.	84.62% of our foster youth have an Individualized Learning Plan (ILP) that considers AB 216 qualifications.
E. The charter aims to maintain current reclassification percentages at or above 20% during the implementation of the English Language Proficiency Assessments for California (ELPAC) in the 2018-2019 academic year. A	Of English Language Learners eligible for reclassification, 58.33% were reclassified.

Expected	Actual
baseline will be established for reclassification percentages of English learners that have taken the ELPAC	
F. English learners will be offered additional and improved specialized instruction in ELD and Common Core State Standards in order to move toward reclassification.	English learners were offered additional and improved specialized instruction in ELD and Common Core State Standards in order to move toward reclassification.
G. The middle school and high school drop-out rate will be decreased by at least 0.5%. Such that the middle school drop-out rate be no more than 2.88%, and the high school drop-out rate be no more than 5.19%. We have modified our calculation of drop-rates for the 2018-19 school year to better reflect our leave code process.	The middle school drop-out rate was 0%. The high school drop-out rate was 5.49%. There are still 8 academic school weeks left in the 2018-19 school year and we anticipate meeting this goal as of June 30, 2019

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
Maintenance, retention and recruitment of instructional staff.	Maintenance, retention and recruitment of instructional staff.	\$920,933.25	\$2,705,710

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Materials to improve student achievement and engagement:	Materials to improve student achievement and engagement:	\$30,697.78	\$232,093

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Healthy food options that align with our Wellness Program • School spirit wear • Transportation assistance 	<ul style="list-style-type: none"> • Healthy food options that align with our Wellness Program • School spirit wear • Transportation assistance 		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development coaching including but not limited to: <ul style="list-style-type: none"> • Professional development coaching of our Instructional staff to ensure they provide individualized, standards-aligned instruction. • Professional development coaching for newly hired staff. 	Professional Development coaching including but not limited to: <ul style="list-style-type: none"> • Professional development coaching of our Instructional staff to ensure they provide individualized, standards-aligned instruction. • Professional development coaching for newly hired staff. 	\$6,139.56	\$13,209

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student academic resources including but not limited to: <ul style="list-style-type: none"> • Online educational programs including those that support EL reclassification 	Student academic resources including but not limited to: <ul style="list-style-type: none"> • Online educational programs including those that support EL reclassification 	\$141,209.77	\$285,857

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Course textbooks and materials • Student Activity Workbooks 	<ul style="list-style-type: none"> • Course textbooks and materials • Student Activity Workbooks 		

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.

Through the implementation of our actions/services listed for LCAP Goal 1, the charter was able to meet its expected measurable outcomes through several different avenues which included but were not limited to:

Maintenance, retention and recruitment of instructional staff: We have ensured that all teaching staff have earned or maintained a clear single subject credential. We hold professional development opportunities throughout our school year, provide leadership opportunities, and staff engagement opportunities such as chaperoning trips, taking part in curriculum pilots, and having charter wide in-services.

Materials to improve student achievement and engagement: The materials that we have provided to improve student achievement and engagement are healthy food options that align with our Wellness Program, school spirit wear, and transportation assistance.

Professional Development coaching including but not limited to: Professional development, coaching of our Instructional staff to ensure they provide individualized, standards-aligned instruction. Professional development coaching for newly hired staff. Professional Learning Communities

Student academic resources including but not limited to: Online educational programs including those that support EL reclassification such as Achieve3000 curriculum has been utilized in order to provide specific instructional support to EL students and RenStar software has been adopted by our organization in order to measure learning throughout our school year in the areas of Math and Reading. Student planners have been heavily utilized in order to provide students a tool that will keep them organized and create a unique monthly academic plan. In working with our curriculum department, we have further updated courses and found new weblinks to

those that have become outdated. Our teacher feedback regarding course improvements have been taken into account and these have resulted in further accessibility in our curriculum and the improvement of test questions.

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

All of our actions and services were principally directed toward low income, English learners and foster youth students and were offered school wide.

Through **maintenance, retention and recruitment of instructional staff** addresses our subgroup of students need for individualized specialized instructional staff and the development of positive trusting relationships with adults. When we are able to retain teachers that students have built a trusting and positive relationship with, they stay with our program longer and complete coursework at a more efficient pace. Overall, students are also more willing to participate in extra-curricular activities, which in turn improves their engagement, achievement and overall school culture. By increasing opportunities for communication and input, through surveys, the overall morale has been improved amongst our instructional staff. Organized professional learning communities and additional prep time in the schedule has shown to be effective in developing staff that is more confident and proficient in teaching both independent study and direct instruction. This has also boosted collaboration between staff and has helped establish better data-driven practice. Specialized professional development coaching offerings, specialized staffing positions such as EL Specialists, EL Coaches, Instructional Coaches, Intervention Specialists, and tutors has shown to positively impact student subgroup performance (i.e. progression). As all subgroups of our students participate in the same curriculum and educational experience as any other student, it is vital that they have access to these support staff members in order to support their individualized needs. Additionally, these positions have worked closely with our foster students in completing and implementing their Individualized Learning Plans which have also been effective in increasing their sense of connectedness to our school and their academic success in our program

Professional development coaching was effective by ensuring our staff is equipped with the skills necessary to provide individualized, standards-aligned instruction to our students. Professional development coaching offerings were crucial to our students' academic success therefore offerings were available to all instructional staff. Through these offerings our instructional staff will have gained the tools and knowledge to prepare our students and aid their success in our program, on standardized benchmark and course mastery. Staff also gained the tools to ensure students are mastering their completion of core courses. When our instructional staff is coached and given the tools and knowledge to improve their teaching skills in order to provide individualized, standards-aligned instruction, students have a higher likelihood of achieving their monthly academic requirements (i.e. progression, which was above 80% for our subgroup of students). Our PD Coaches are dedicated to continuous improvement of our program and training our newly hired staff. Much of their time was dedicated to prioritizing, coordinating, and monitoring our instructional staff's student outcomes monthly. Coaching increased educator effectiveness which results in students' success as evidenced by our average credit completion for all core course being over 6.18 credits earned in the school year which is an increase over 2017-18 averages being 3.98-5.58 credits earned in core courses in the school year. In order to continue supporting the majority of our student population, those which fall into one of our student subgroups, it is important that we maintain and/or develop the PD coaches as our program is one that supports a general mainstream educational experience in an individualized way.

Student academic resources were effective by providing students with access to academic resources such as textbooks, workbooks, other course materials, technology, and educational software, we ensure that there are no obstacles inhibiting full engagement in coursework. This is especially important for our foster, homeless, and low income student subgroups, as many of them do not have access to such technologies and resources outside of the learning center. In order for students in our subgroups to access intervention support services and resources, they also need access to these resources, thus supporting their overall academic success in the program and beyond. Since our curriculum and coursework expectations are the same for all students, regardless of their ability level or subgroup identification, it is necessary for all students to have access to basic resources in order to complete coursework and assessments. By implementing the use of Google academic suite (i.e. email, drive, classrooms, etc.), we are ensuring that every student can develop 21st century learning and life skills. Much of our curriculum embeds the use of this software into the educational experience, which has proven to increase student familiarity and success with digital platforms for research, communication, collaboration, and state assessments. Our EL support team was able to closely track and monitor students in their reclassification process so as to efficiently utilize time and resources toward promoting language proficiency.

Materials to improve student achievement and engagement was effective by providing students with basic resources such as food, school spirit wear and transportation assistance, we ensure that students are able to be fully present and engaged while in our learning centers. This is especially important for our subgroup students, particularly our low-income and foster youth populations, because they often go without these amenities. When students go without food and are hungry, they are often distracted and not fully present and participating in their coursework. By having healthy food options available through our Wellness Program, we not only quickly re-engage them in their learning but it is also effective in preventing them from leaving the center during work times in order to get food. We were also effective in using this opportunity to teach students about making healthy nutritional choices. In order to work toward reducing absenteeism, as Goal 1 states, we assist students with public transportation and achieved a 5.49% drop-out rate for our middle school students. Again, it is often our subgroup students and their families that do not have the means to provide this for themselves. One of our highest priorities is to ensure that all students feel welcomed and connected to our school community. We have seen that students who are actively engaged in our program outperform their peers in a variety of ways. One way in which we promote positive school climate and feelings of belonging within our student population is by providing school spirit wear. Students who fall within one or more of our subgroups would not otherwise be able to purchase these items for themselves and may feel excluded from fully participating in the school experience. By making school spirit wear available to all students, we ensure that those feelings of belonging and connection are accessible to everyone. By nature of our student demographic breakdowns, the majority of those that benefit from these offerings fall within at least one of our student subgroups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted amounts for the above actions and services were based on projected LCFF supplemental and concentration revenues for the 2018-2019 school year. In order to fully implement these services, additional funds outside of LCFF supplemental and concentration amounts were needed. Thus, what is reported in actual spending also includes portions of the general fund for the charter.

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.

No changes were made to this goal. Expected outcomes, metrics, and planned actions and services were unchanged throughout the 2018-2019 LCAP year. There are still 8 academic school weeks left in the 2018-19 school year and we anticipate meeting all goals as of June 30, 2019. Continuous monitoring of internal program and student success data throughout the year allowed for the successful implementation of this goal.

Goal 2

Students will receive support and instruction focused on social-emotional development in order to increase graduation rates and better prepare students for their post-secondary pathways.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 8

Local Priorities: Not applicable

Annual Measurable Outcomes

Expected

Actual

A. At least 38% of CBEDS students will participate in extracurricular activities or complete a course designed to develop their social-emotional skills.

63.37% of CBEDS students participated in extra-curricular activities or completed a course designed to develop their social-emotional skills.

Expected	Actual
B. At least 81.5% of eligible CBEDS seniors will either earn a diploma with us or will transfer back to another school program on track to graduate.	As of May 9, 2019, 78.82% of eligible CBEDS seniors earned a diploma with us or transferred back to another school program on track to graduate. There are still 8 academic school weeks left in the 2018-19 school year and we anticipate meeting this goal as of June 30, 2019, with a projected graduation rate of 97.65%.
C. The charter will hold at least one senior signing event.	The charter held their senior signing event on May 1, 2019.
D. The Comprehensive School Climate Inventory will be administered in Spring 2019, we will work towards improving staff, parent, and student perceptions of safety and connectedness in our learning centers. We will increase our staff, parent, and student perceptions of safety and connectedness by at least 0.5% from the 2017 CSCI survey results.	As of May 9, 2019 Results are still being analyzed by the National School Climate Center, therefore results are pending. Updates will be given once we receive the results from the National School Climate Center. <ul style="list-style-type: none"> In Spring 2017 93.95% of students, 98.59% of staff, and 40.24% of parents participated in the survey. In Spring 2019 87.05% of students, 87.67% of staff, and 39.64% of parents participated in the survey
E. The charter will hold at least 2 family engagement nights	The charter held more than 2 family engagement nights.
F. The Charter will hold at least 2 Staff LCAP focus group meetings.	The charter held 2 Staff LCAP focus group meetings.

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
Events for student success including but not limited to: <ul style="list-style-type: none"> Senior events Awards banquets 	Events for student success including but not limited to: <ul style="list-style-type: none"> Senior events Awards banquets 	\$61,395.55	\$65,889

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Graduations • School dances • Charter-level & center-level social events 	<ul style="list-style-type: none"> • Graduations • School dances • Charter-level & center-level social events 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School programs including but not limited to: <ul style="list-style-type: none"> • Student groups (i.e. student leadership) • Sports programs • Experiential learning camps • Field trips 	School programs including but not limited to: <ul style="list-style-type: none"> • Student groups (i.e. student leadership) • Sports programs • Experiential learning camps • Field trips 	\$92,093.33	\$562,025

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Stakeholder engagement events including but not limited to: <ul style="list-style-type: none"> • Community events • Stakeholder engagement nights including all LCAP focus group meetings • Back to school night/Open house 	Stakeholder engagement events including but not limited to: <ul style="list-style-type: none"> • Community events • Stakeholder engagement nights including all LCAP focus group meetings • Back to school night/Open house 	\$30,697.78	\$9,989

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Comprehensive School Climate Inventory survey (CSCI) 	<ul style="list-style-type: none"> Comprehensive School Climate Inventory survey (CSCI) 		

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.

Through the implementation of our actions/services listed for LCAP Goal 2, the charter was able to meet its expected measurable outcomes through several different avenues.

Implementation of **events for student success** was done through a few different avenues. Events for student success that were implemented in the 2018-19 school year included award banquets, celebrations for academic accomplishments (Appendix A), senior nights, graduation, school dances and more. Implementing these type of events provided opportunities for parents and students to be in our learning centers and engage with our school community outside of appointment times in support of fulfilling students’ needs in reaching their graduation and post-secondary goals.

Implementation of **school programs** offered included experiential learning camps, field trips, sports, and student leadership groups which increased student engagement in their school experience. All of these offerings provided either academic coursework or social-emotional development as a well-rounded educational experience supporting the improvement of student outcomes. OFL William S. Hart has sports programs that run year around. We offer a Pathways experiential trip once per month, and we have college tours and day field trips throughout the year.

Implementation of **stakeholder engagement events** offered parents a gateway into becoming a vital partner in their students’ academic success. Additionally, these events were utilized as a platform for promoting positive perceptions of the school environment amongst all stakeholders. OFL William S. Hart held a total of four stakeholder engagement events throughout the year.

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

All of our actions and services were principally directed toward low income, English learners and foster youth students and were offered school wide.

Events for student success such as senior signing nights and awards banquets were hosted. These events served as an opportunity for celebration of student successes, which is especially important to our student subgroups. Often facing many hardships and obstacles in their academic journey to graduation, it is especially important for our school community to offer incentives and celebrations along the way. As some of these events are specific to our student subgroups (i.e. EL reclassification ceremonies), others are open and available to all students. Celebrating our students' success is something we at Opportunities For Learning hold dear to our hearts as most of the students that come to us are not your typical honor roll student. Typically, our subgroup of students that come to us are not accustomed to being recognized for their academic success. Historically they are accustomed to failing academically, but by developing their social-emotional skills and helping them to become well-rounded students many of them achieve academic success thus boosting their morale and eagerness to pursue their post-secondary options. Events for students have been effective in connecting students to our program and giving them a sense of belonging. These events were effective in maintaining a positive school climate and developing our students socially and emotionally. Senior Social is a social event where grads prepare for the ceremony: order cap and gown, take pictures, write thank you notes to their families, etc. Senior Breakfast is an event where grads can have a nice meal with their teachers and reflect on their progress and success at Opportunities For Learning. We had an EL Awards night where we highlight outstanding achievement in our EL population. We also hold sports awards ceremonies to highlight athletes. Additionally, we offer two graduation ceremonies (one in the Fall and one in the Spring) so that we can celebrate all grads. Opportunities For Learning also hosted Monthly Awareness Events/Information to students which helped students learn about a variety of mental health and wellness topics. Some events hosted included Anti-Bullying, Mental Health, Suicide Prevention, Human Trafficking Awareness, and Teen Dating Violence Awareness month.

School programs such as experiential learning trips and camps, sports, groups, and field trips were an effective way to boost student morale, connectedness to our program. It is also a way to help our students see the world in ways they might not ever get a chance to as they provide students with a unique learning experience outside of the classroom in which they are able to apply academic and social-emotional skills toward real-life situations. Students within one or more of the subgroup categories would often not otherwise be able to afford an experiential learning trip away from home. However, the experience and curriculum offered on these experiential learning trips have proven to grow students socially, emotionally, and academically. We have seen students re-engage in our program significantly after returning from these trips, which impacts their work product and academic performance in highly positive ways. This is especially the case for our student subgroups, as these programs offer them an opportunity to find connection and belonging within our school. Involvement in field trips and other extra-curricular activities provide our subgroup students with an opportunity to connect with peers who can relate to their life experiences. These programs are also effective in being a platform for students to have an active voice in our school community and get a chance to participate in trips they might not be able to afford outside our program. Our sports programs not only give students the traditional high school experience, but they also allow for opportunities to develop key character traits such as teamwork, collaboration, communication, and sportsmanship. Similarly, involvement in student leadership groups, field trips, and other extra-curricular activities provide our subgroup students with an opportunity to connect with peers that can relate to their life experiences. These programs are effective in offering a platform for

students to have an active voice in our school community. By the nature of our student demographic breakdowns, the majority of students who participate in these school programs fall within at least one of our student subgroups. OFL William S. Hart has sports programs that run year around. We offer a Pathways experiential trip once per month, and we have college tours and day field trips throughout the year. The WSH charter had over 50% of CBED students participate in an extra-curricular activity or course designed to develop their social-emotional skills in the 2018-19 school year.

Stakeholder engagement events such as open house, focus group meetings, community partnership events, and resource and career fairs were effective as they provided a time in which parents and students were able to interact with our school administrative and instructional staff outside of appointment times. Stakeholder engagement events were also effective in offering the opportunity for parents to discuss their student's academic progress in light of their post-secondary goals. This was also a time in which all stakeholders came together and agreed upon interventions, additional support resources, and other individualized student needs in order to ensure success. Many times, these conversations were tailored to identifying and fulfilling the needs of our student subgroups on an individualized basis. These events also provided information and resources specific to student subgroup needs. For example, many of the efforts in these events will be geared toward connecting students and families with low income governmental support programs, foster youth services, homeless services, and other general community resources in the area (i.e. public libraries, transportation services, childcare services, etc.). Focus group meetings will be held to support our LCAP process and were utilized to both educate students and parents as well as seek input toward program improvement, especially for our student subgroups. These events make it possible for parents to be an active partner in their student's academic success and post-secondary career options, and to build a foundation of trust and respect between their student and our instructional staff. Additionally, these events were utilized as a platform for promoting positive perceptions of the school environment amongst all stakeholders.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted amounts for the above actions and services were based on projected LCFF supplemental and concentration revenues for the 2018-2019 school year. There are still 8 academic school weeks left in the 2018-19 school year and we anticipate meeting all budgeted expenditures as of June 30, 2019. In order to fully implement these services, additional funds outside of LCFF supplemental and concentration amounts were needed. Thus, what is reported in actual spending also includes portions of the general fund for the charter.

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.

No changes were made to this goal. Expected outcomes, metrics, and planned actions and services were unchanged throughout the 2018-2019 LCAP year. There are still 8 academic school weeks left in the 2018-19 school year and we anticipate meeting all goals as

of June 30, 2019. Continuous monitoring of internal program and student success data throughout the year allowed for the successful implementation of this goal.

Goal 3

Students will receive support and instruction through individualized, rigorous curriculum and will be offered resources to positively affect their progression in core courses.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 7, 8

Local Priorities: Not Applicable

Annual Measurable Outcomes

Expected

Actual

A. The charter will maintain its level of change or higher on Level 3 on the 2019 ELA and math SBAC scores.

Scores have not been released by the state as of June 2019. Once scores are made available updates will be made available, we anticipated this will be in Fall 2019. We anticipate that 2019 scores, which are not yet available, will show a “maintained” level of students meeting or exceeding standards. The 2018 scores were:

- Math level of change for 2018: Declined 25.1 points
- English Level of change for 2018: Declined 31.4 points

B. Access to individualized, rigorous curriculum will be increased by adding or revising at least 3 core courses in the course catalog.

Access to individualized, rigorous curriculum was increased by adding and/or revising the following math and English courses in the course catalog (Appendix E)
Core courses added or revised:

Expected	Actual
	<ul style="list-style-type: none"> • English 9 (creation) • US Government (revision) • US History (creation) • Physical Science (revision)
<p>C. Teachers will be equipped to provide individualized, standards-aligned instruction through access to Professional Development Coaches.</p>	<p>Teachers were equipped to provide individualized, standards-aligned instruction through access to Professional Development Coaches.</p>
<p>D. Students will be offered additional specialized support and instruction to aid in their progression and completion of core course curriculum.</p>	<p>Students were offered additional specialized support and instruction to aid in their progression and completion core course curriculum.</p>
<p>E. Students will complete on average at least 4.44 Math credits during the school year.</p>	<p>On average, students completed 4.54 Math credits during the school year.</p>
<p>F. Students will complete on average at least 4.97 English credits during the school year.</p>	<p>On average, students completed 5.66 English credits during the school year.</p>
<p>G. Students will complete on average at least 5.36 Science credits during the school year.</p>	<p>On average, students completed 5.10 Science credits during the school year. There are still 8 academic school weeks left in the 2018-19 school year and we anticipate meeting this goal as of June 30, 2019.</p>
<p>H. Students will complete on average at least 5.96 Social studies credits during the school year.</p>	<p>On average, students completed 6.18 Social Science credits during the school year.</p>
<p>I. At least 51% of students who take at least two Renaissance STAR assessments in math and have a Student Growth Percentile (SGP) reported will earn a SGP of 40 or higher.</p>	<p>53.79% of students who took at least two Renaissance STAR assessments in math and have a Student Growth Percentile (SGP) reported earned a SGP of 40 or higher.</p>

Expected

Actual

<p>J. At least 52% of students who take at least two Renaissance STAR assessments in English and have a Student Growth Percentile (SGP) reported will earn a SGP of 40 or higher.</p>	<p>59.43% of students who took at least two Renaissance STAR assessments in English and have a Student Growth Percentile (SGP) reported earned a SGP of 40 or higher.</p>
<p>K. A baseline will be established for English Language Learners Lexile range advancements in literacy and language</p>	<p>9th grade EL students had an average Lexile decreased of -25 over 3 testing periods. 10th grade EL students had an average Lexile decreased of -66 over 3 testing periods.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Instructional program maintenance and development including but not limited to:</p> <ul style="list-style-type: none"> • Program design and implementation • Retention, recruitment and maintenance of our instructional program including staff 	<p>Instructional program maintenance and development including but not limited to:</p> <ul style="list-style-type: none"> • Program design and implementation • Retention, recruitment and maintenance of our instructional program including staff 	<p>\$920,933.25</p>	<p>2,702,215</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Educational technology resources including but not limited to: <ul style="list-style-type: none"> • Software • Online educational programs • Technology • Chromebooks • Data tracking software 	Educational technology resources including but not limited to: <ul style="list-style-type: none"> • Software • Online educational programs • Technology • Chromebooks • Data tracking software 	\$141,209.77	\$701,259

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Curriculum maintenance and development including but not limited to: <ul style="list-style-type: none"> • Salaries • Contracts • Curriculum development and maintenance • Learning management system • Digital Platform migration and maintenance 	Curriculum maintenance and development including but not limited to: <ul style="list-style-type: none"> • Salaries • Contracts • Curriculum development and maintenance • Learning management system • Digital Platform migration and maintenance 	\$110,511.99	\$184,559

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.

Through the implementation of our actions/services listed for LCAP Goal 2, the charter was able to meet its expected measurable outcomes through several different avenues.

Curriculum maintenance and development including but not limited to: Salaries, Contracts, Curriculum development and maintenance - this involves alignment to Common Core Standards and adjusting yearly based on curriculum need for our students.

learning management system, Digital Platform migration and maintenance - this was the first school year in which we have operated using StudentTrac and throughout the school year, adjustments have been made such as a student progress report feature. This system has allowed staff and our school to track data more easily and to provide information in how are students are doing in their coursework in real time. We have also begun a pilot program with Edmentum in order to find an online curriculum option that would allow for students to learn in different modalities and take alternate courses.

Educational technology resources including but not limited to: Software, Online educational programs, Technology, Chromebooks, Data tracking software. Achieve 3000, Edmentum, RenStar, StudentTrac, and Tableau. Training has been provided to staff especially in relation to Tableau and RenStar.

Instructional program maintenance and development including but not limited to: Program design and implementation, Retention, Recruitment and maintenance of our instructional program including staff, recognizing innovative needs. One innovative need has been the introduction of Edmentum as our organization would like to provide an online curriculum option to students.

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

All of our actions and services were principally directed toward low income, English learners and foster youth students and were offered school wide

Curriculum development and maintenance was effective as it offered modifications to our curriculum delivery platforms so that coursework could be accessed and completed in person, in workbooks, and digitally. While maintaining rigor and high academic standards, we will have continued to work toward improving coursework so that it is easier to understand and complete with full mastery of skills and material as evidenced by our subgroup student progression outcomes for the 2018-19 school year being over 80%. We also worked to embed informal assessments and targeted practice and intervention into independent study curriculum so as to address

individual student needs through the learning process, and in turn work toward closing the opportunity gap between student groups. Additionally, we worked on developing, revision and adopting curriculum offerings so that students have access to a variety of coursework and digital curriculum offerings to fully round-out their educational experience. Although these courses will be available to all students, as our program promotes a mainstreamed education with necessary support services along the way, these course additions, edits, revisions and migrations were tailored to student subgroup needs. We also have curriculum that is gear towards the healthy development of student's social emotional wellbeing. (ex. *Character Ed, My Learning Path, Student council classes, Parent and Child Development A/B, Visual Arts A/B, Independent Living, etc.*) which helps to develop our students socially and emotionally. With the migration to a new digital platform, students that fall into one or more of our subgroups benefit the most from these digital offerings as they are designed with their needs in mind. Scaffolding, assessments and animations make it easier for our subgroup of students to get through our curriculum and with full mastery. We have made available 14 digital core courses using Edmentum, as well as 8 elective courses. We also have released the technology literacy course, which is a digital Google Suite-based course. Additionally, our Curriculum has department has also revised classes this year and solicited valuable feedback from instructional staff about which classes are in the most need of revision for the following year which has been effective in creating the best curriculum for our students.

Historically we seen that our English learners, Foster and low income students have limited access to technology at home which results in a lack of coursework being done outside of our learning centers. **Educational technology resources** were effective by providing all educational materials, including technology and a list of locations with free WiFi access, we were able to ensure that all students had access to their coursework, including online materials and testing. This is especially important for our foster and low income student subgroups, as many of them do not have access to such technologies and resources outside of the learning center. By implementing the use of Google academic suite (i.e. email, drive, classrooms, etc.), we are ensuring that every student can develop 21st century learning and life skills. Much of our curriculum embeds the use of this software into the educational experience, which has proven to increase student familiarity and success with digital platforms for research, communication, collaboration, and state assessments. Improvements to our data tracking and analysis capabilities were effective in supporting data-informed practice in improving student outcomes. With the availability of Tableau® (Appendix A), staff was able to run regular reports toward tracking goal and metric progress. These reports were made available by student subgroup so that instructional staff could tailor their efforts and interventions toward specific student needs. For example, our EL support team was able to closely track and monitor students in their reclassification process so as to efficiently utilize time and resources toward promoting language proficiency. The use of Ren Star to administer benchmark assessments in Math and Reading helped provide math enrichment through Accelerated Math for our students.

Instructional program maintenance and development was effective and will to continue support the majority of our student population and those which fall into one of our student subgroups. It is important that we maintained our staffing and structure of our program as one that supports a general mainstream educational experience in an individualized way. Maintaining the integrity and intent of our program is of the highest priorities to us; therefore, we needed to ensure we are adequately staffed and that our facilities were in good repair and functional to meet the needs of our students. In order to establish a well-rounded instructional program, we needed to develop our program as our students' needs change and our staff student loads change; therefore, it was crucial we gave every student the best academic program possible by maintaining and developing our program as needed throughout the year. We want to make certain there are no obstacles in the way of our students and staff achieving their academic goals. One enhancement to our program was in the area of safety. Students and staff were given badges to wear when in the center which not only helped to give

students a sense of connection to our school, but it also gave them a sense of safety as visitors are monitored upon arrival if they do not have badges and must sign in and wait to be seen. Security was also increased up to promote a sense of safety.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted amounts for the above actions and services were based on projected LCFF supplemental and concentration revenues for the 2018-2019 school year. In order to fully implement these services, additional funds outside of LCFF supplemental and concentration amounts were needed. Thus, what is reported in actual spending also includes portions of the general fund for the charter.

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.

No changes were made to this goal. Expected outcomes, metrics, and planned actions and services were unchanged throughout the 2018-2019 LCAP year. There are still 8 academic school weeks left in the 2018-19 school year and we anticipate meeting all goals as of June 30, 2019. Continuous monitoring of internal program and student success data throughout the year allowed for the successful implementation of this goal.

Stakeholder Engagement

LCAP Year: 2018-2019

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?

Parent and student LCAP focus group meetings (Appendices B & C) were held within the charter in both the fall and in the spring. These meetings were organized in order to provide parents and students with more information about LCAP and out school-wide goals. Attendees were invited to provide additional specific feedback to the meeting provided in the meeting verbally as well as through an online survey. Meetings were available in both English and Spanish. Parent and student LCAP focus group meetings were held for the charter on the following dates:

- October 16, 2018 at the Canyon Country learning center
- October 17, 2018 at the Santa Clarita learning center
- March 26, 2019 at the Santa Clarita and Ridgecrest learning centers
- March 27, 2019 at the Canyon Country learning center

Parent surveys were administered in English and Spanish online in both the fall and in the spring. Surveys were administered at the conclusion of each focus group meeting with provided computers, and links were sent home for those that could not attend meetings. Parents were invited to provide feedback around improving our programs and supports for students and general LCAP goal and metric development through questions surrounding the 8 state priority areas. The Comprehensive School Climate survey (Appendix A) was administered in the Spring particularly focusing on parent's sense of safety and connectedness to our school. Parent surveys were administered in the charter during the following windows:

- Fall surveys were open from September 2, 2018- November 21, 2018
- Spring surveys were open from February 4, 2019 - April 4, 2019
- Comprehensive School Climate Survey – April 1, 2019 – April 23, 2019

Student surveys were administered through our online assessment system in both the fall and in the spring. Surveys were administered during student appointment and testing times with provided computers. Students were invited to provide feedback around improving our programs and supports, particularly focusing on their sense of safety and connectedness to our school, as well as general LCAP goal and metric development through questions surrounding the 8 state priority areas. The Comprehensive School Climate survey

(Appendix A) was administered in the Spring particularly focusing on student's sense of safety and connectedness to our school. Student surveys were administered in the charter during the following windows:

- Fall surveys were open from October 1, 2018 - October 31, 2018
- Spring surveys were open from March 11, 2019 – April 19, 2019
- Comprehensive School Climate Survey – April 1, 2019 – April 23, 2019

The Staff LCAP focus group was created with a representative mixture of staff throughout the Opportunities For Learning network. This team was tasked with the responsibility of meeting twice throughout the school year in order to serve as a liaison for LCAP purposes on the learning center level. Each charter in OFL has a designed LCAP Point Person who helped drive our LCAP goals, promote parental involvement in our centers and updated staff on their progress toward achieving the charter's LCAP goals. Staff LCAP focus group meetings were held on the following dates:

- October 26, 2018
- November 30, 2019
- February 1, 2019
- March 22, 2019

Staff LCAP surveys were administered online in both the fall and in the spring. Surveys sought input through a variety of questions (including Likert scale ratings, rankings, and free response questions) regarding our LCAP goals along with areas for overall improvement and needed resources throughout the charter. The spring survey focused heavily on seeking input from all staff around the 8 state priorities and specific areas of need for our students, particularly within student subgroups, as we move into the next school year. Responses were carefully reviewed, analyzed, and discussed at length by all of leadership in order to inform the progression of our 2018-19 plans and goals as well as aid in the development of our 2019 -20 plans and goals. The Comprehensive School Climate survey (Appendix A) was administered in the Spring particularly focusing on staff's sense of safety and connectedness to our school. Staff LCAP surveys were administered in the charter during the following windows:

- Fall surveys were open from October 2, 2017 - October 31, 2017.
- Spring surveys were open from February 26, 2018 - March 26, 2018.
- Comprehensive School Climate Survey – April 1, 2019 – April 23, 2019

Corporate-level, School Leadership & center-level LCAP update meetings were held to promote inter-departmental collaboration in monitoring and working toward LCAP goals as well as developing goals and metrics for the 2018-19 school year. Meetings touched on a variety of topics related to LCAP goal implementation, most effectively creating a space for communication between support departments and implementation teams. Goal metrics and progress toward budget spending were reviewed at each meeting. Strategies

for maintaining steady progress were discussed, identified, and implemented as a result of these meetings. Corporate-level, School Leadership & center-level LCAP update meetings were held on the following dates:

- July 2018- June 2019 - Weekly Monday Zoom Meeting (Virtual)
- October 10, 2018 - School Leadership & Corporate
- February 13, 2019 - School Leadership & Corporate
- March 1, 219 - School Leadership & Corporate
- April 11 & 12, 2019 - School Leadership & Corporate
- May 15, 2019 – Board Meeting (LCAP & CSI Draft Review)
- June 18, 2019 – Board Meeting (LCAP & CSI Approval Vote)

The Special Education Director and LCAP Supervisor consulted with the SELPA Coordinator to discuss SpEd students being included in our goals written for all students, and any supports the SELPA can offer to accomplish said goals. The SLEPA offered to have our parents join their Community Advisory Committee (CAC) to have an active voice in their student’s educational choices/needs.

The Board of Directors was updated on progress toward goal metrics, received information about the proposed changes, and gave feedback to school leadership prior to voting on the adoption of the LCAP & CSI plan on May 15, 2019. The board voted to adopt the 2019 -2020 LCAP & our CSI plan at the regularly scheduled meeting on June 18, 2019.

Impact on LCAP and Annual Update

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

Through the various stakeholder consultation processes described above, the development of the 2018-2019 Annual Update and the goals, actions, services, and expenditures for the 2019-2020 LCAP year were impacted.

Annual Update

The Annual Update was mostly impacted by stakeholder engagement efforts in the fall of 2018. Parent and student surveys and focus group meetings from the fall window provided insight into an assessment of parent engagement and change in LCAP knowledge and understanding. This allowed for course-correction mid-way through the school year so that the charter could improve parent engagement efforts and communicate LCAP-related information in a clearer and accessible format. Parent and student input from surveys also impacted general organizational knowledge and response to parent and student satisfaction with the program, including questions requesting ratings on the school’s success in addressing the state priority areas, most specifically regarding school climate.

The fall 2018 staff survey and focus group meetings also impacted development of the Annual Update. Similar to parents and students, the survey provided insight into an assessment of staff understanding of LCAP and its related school-wide goals, actions, and services. Again, this allowed for an improvement of communication mid-way through the school year so as to ensure that all staff were fully engaged in the process. Overall, staff engagement efforts throughout the school year aimed to aid in the improvement of organizational communication to help improve staff retention, engagement, and performance, as indicated in 2018-2019 LCAP goals and related services.

Corporate-level, School Leadership & center-level LCAP meetings throughout the year supported efforts in monitoring metrics and altering actions and services as necessary in order to achieve annual goals as reported in the Annual Update.

Goals

2019-2020 LCAP goal development was heavily guided by the input of stakeholders in our spring 2019 engagement efforts. Parent, student, and staff involvement supported the continue need to focus on all core courses as a focus area throughout the LCAP. Through the spring 2019 survey, students expressed great interest in continuing efforts toward supporting and promoting credit completion, most specifically in relation to core course credits. Staff input from surveys and focus group meetings also supported the need to continue many of the efforts of our 2018-2019 goals and metrics, including the selection of targeted improvement metrics and the addition of adding to our parental involvement offerings in Goal 2. Parent, student, and staff participation in the spring 2019 Comprehensive School Climate Survey helped toward improvement in school climate measures of perceived school safety and connectedness. Finally, school & corporate leadership meetings toward the end of the 2018-2019 school year supported efforts in assessing baseline data and developing goals and metrics to support improved student outcomes in the 2019-2020 year that better align to the California School Dashboard and performance indicators.

Actions, Services, & Expenditures

2019-2020 LCAP action, service, and expenditure selection was heavily guided by the input of stakeholders in our spring 2019 engagement efforts. All stakeholder groups provided input to support the improvement and addition of the digital curriculum platform as well as the continued support and resources targeted toward core course coursework support, as outlined in Goal 3. Students expressed the continued and increased need for transportation assistance, which is evident in planned “Materials to improve student achievement and engagement” expenditures. Staff input in the spring 2019 survey most notably contributed to plans for improvement in the staff experience in order to adequately serve our student population and improve both instructional staff and student retention, as evidenced by the “Maintenance, retention and recruitment of instructional staff & Instructional program maintenance and development” expenditures. Staff identified the following areas as priority focus points for improving overall student experience in the upcoming school year: providing supports to improve attendance and engagement in school and increasing course offerings and support in core courses. Staff also identified the following areas as priority focus points for better supporting our student subgroups in the upcoming school year: the addition and maintenance of specialized staff, professional development coaching for instructional staff, increasing social-emotional development offerings, and modifying and/or scaffolding curriculum for specialized needs. All of these focus points are now incorporated into the actions, services, and expenditures for the 2018-2019 LCAP year. Finally, school & corporate leadership meetings

toward the end of the 2018-2019 school year supported efforts in assessing implementation effectiveness of actions and services as well as plans to continue and enhance services in order to support improved student outcomes in the 2019-2020 year.

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)

Modified Goal

Goal 1

Credit completion towards graduation is accomplished through an overall reduction in absenteeism for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 6, 8

Local Priorities: Not Applicable

Identified Need:

As our school serves an over-age, under-credit student population, it is important that we focus on reducing absenteeism in an effort to help students recover credits. By offering additional time and resources (including access to consistent teaching staff), we are able to increase student progression toward graduation. As student/teacher relationships are vital to student success in our program, it is incredibly important that we recruit and hire the best instructional staff, provide them with the training and support necessary to continue to improve, and ensure a positive school climate to assist in the retention of our instructional team.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Attendance	Not Applicable	Not Applicable	Not Applicable	On average student digital attendance will be

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				maintained at or above 90% overall.
B. Foster Youth – Resources & Planning	Not Applicable	Not Applicable	Not Applicable	80% foster youth students who have been enrolled for at least 30 days, will meet with their Student Advisor once a semester to ensure they are receiving resources needed inside and outside the center.
C. EL Reclassification	In 2016-2017, of English learners eligible for reclassification, 28.38% were reclassified.	In 2017-18, of English learners eligible for reclassification, 39.71% were reclassified.	In 2018-19, of English learners eligible for reclassification, 58.33% were reclassified.	The charter aims to maintain current reclassification percentages at or above 20% .
D. EL Support	In 2016-2017, English learners were offered additional specialized instruction to move toward reclassification.	In 2017-18, English learners were offered additional and improved specialized instruction in ELD and Common Core State Standards in order to move toward reclassification.	In 2018-19, English learners will be offered additional designated and integrated specialized instruction and appointment times in ELD and Common Core State Standards in order to move toward reclassification.	English learners will be offered additional designated and integrated specialized instruction and appointment times in ELD and Common Core State Standards in order to move toward reclassification.
E. Drop-out Rates	In 2016-2017, the middle school drop-out rate was 2.84% and the	In 2017-18, the middle school drop-out rate was 1.15% and the high school drop-out rate was	In 2018-19, the middle school drop-out rate was 0% and the high school	The Charter's drop-out rates will be maintained or below 5.5% for High

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	high school drop-out rate was 3.11%.	more 1.62%. We will be modifying our calculation of drop-rates for the 2018-19 school year to better reflect our leave code process.	drop-out rate was 5.49%.	School and for Middle School.
F. Suspension Rates	In 2017-18, the charter's suspension rate was 0.00%.	In 2017-18, the charter's suspension rate was 0.00%.	In 2018-19, the charter's suspension rate was 0.00%.	The charter aims to maintain its suspension rates at or below 1.5%.
G. EL Intervention	Not Applicable	Not Applicable	Not Applicable	EL students will be offered interventions such as Achieve 3000 to help aid their mastery of course materials.
H. Credit Attainment	For all CBEDS students in 2016-2017, student progression averaged 84.68% overall.	For all CBEDS students in 2017-18, student progression averaged 86.31% overall.	In 2018-19, For all CBEDS students, student progression averaged 86.38% overall.	For all students, student progression will be maintained at or exceed 83.5% overall.

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):

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

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

Not applicable

Not applicable

OR

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

Students to be Served:

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

English Learners, Foster Youth, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Not Applicable

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

Modified

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

Modified

2017-18 Actions/Services

Not Applicable

2018-19 Actions/Services

Maintenance, retention and recruitment of instructional staff.

2019-20 Actions/Services

Maintenance, retention and recruitment of instructional staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	\$920,933.25	\$1,907,733
Source	Not Applicable	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration

Budget Reference	Not Applicable	General Ledger Accounts: 50000 Accounts in Charter Schools accounting software	General Ledger Account includes but is not limited to: 50000, 59900
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Action 2

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

Students to be Served:

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

Location(s):

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

Not Applicable	Not Applicable
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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and Low Income	LEA-wide	All Schools
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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

Not Applicable	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Not Applicable	Materials to improve student achievement and engagement <ul style="list-style-type: none"> • Healthy food options that align with our Wellness Program • School spirit wear • Transportation assistance 	Materials to improve student achievement and engagement includes but is not limited to: <ul style="list-style-type: none"> • Healthy food options that align with our Wellness Program • School spirit wear • Transportation assistance
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	\$30,697.78	\$31,795.55
Source	Not Applicable	LCFF Concentration	LCFF Concentration
Budget Reference	Not Applicable	General Ledger Accounts: SC063, SC064	General Ledger Account includes but is not limited to: 60000, 60600, 60700

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Not applicable	Not applicable

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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English Learners, Foster Youth, and Low Income	LEA-wide	All Schools
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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
Not Applicable	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	<p>Professional Development coaching including but not limited to:</p> <p>Professional development coaching of our Instructional staff to ensure they provide individualized, standards-aligned instruction.</p> <p>Professional development coaching for newly hired staff.</p>	<p>Professional Development opportunities includes but is not limited to:</p> <ul style="list-style-type: none"> Professional development opportunities for our Instructional staff to ensure they provide individualized, standards-aligned instruction. Professional development coaching for newly hired staff. Content specific conferences/trainings Staff training on Achieve 3000 and Accelerated Math

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	\$6,139.55	\$44,513.77
Source	Not Applicable	LCFF Concentration	LCFF Concentration

Budget Reference	Not Applicable	General Ledger Accounts: SC063, SC064	General Ledger Account includes but is not limited to: 70000
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Action 4

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

Students to be Served:

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

Location(s):

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

Not applicable	Not applicable
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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and Low Income	LEA-wide	All Schools
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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

Not Applicable	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Not Applicable	Student academic resources including but not limited to:	Student academic resources includes but is not limited to:
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	<ul style="list-style-type: none"> • Online educational programs including those that support EL reclassification • Course textbooks and materials • Student Activity Workbooks 	<ul style="list-style-type: none"> • Online educational programs which include those that support EL reclassification • Course textbooks and materials • Textbooks • Student Activity Workbooks • Achieve 3000 • Accelerated Math
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	\$141,207.99	\$158,977.75
Source	Not Applicable	LCFF Concentration	LCFF Supplemental & Concentration
Budget Reference	Not Applicable	General Ledger Account: SC129	General Ledger Account includes but is not limited to: 60000, 60400, 63000

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

Modified Goal

Goal 2

Students will receive support and instruction focused on social-emotional development in order to increase graduation rates and better prepare students for their post-secondary pathways

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: Not Applicable

Identified Need:

As our school serves over-age, under-credit student populations who have often had negative school experiences in the past, it is important for us to pair our rigorous courses with social-emotional guidance and development. By developing well-rounded citizens, our students graduate from high school prepared to positively contribute to society

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Social-Emotional Development	In 2016-2017, 51.42% of CBEDS students participated in an extra-curricular activity or completed a course designed to develop their social-emotional skills.	In 2017-18, 43% of CBEDS students participated in an extracurricular activity or completed a course designed to develop their social-emotional skills.	In 2018-19, 50.63.37% of CBEDS students participated in an extracurricular activity or completed a course designed to develop their social-emotional skills.	40% of students enrolled 30 days or longer will participate in extracurricular activities or complete a course designed to develop their social-emotional skills.
B. Graduation Rate – ESSA Requirements	In 2017-18, the California School Dashboard reported our Charter as having a 1-year cohort graduation rate of 62.9%.	In 2017-18, the California School Dashboard reported our Charter as having a 1-year cohort graduation rate of 62.9%.	In 2018-19, the California School Dashboard reported our Charter as having a 1-year cohort graduation 58.2%.	The charter aims to increase its graduation rate of average of 60.55%, to meet ESSA requirements of having a graduation rate at or above 67%.
C. Senior Event	In 2016-2017, the charter held 1 senior signing event.	In 2017-18, The charter held 1 senior signing event.	In 2018-19, the charter held 1 senior signing event.	The charter will host at least one senior specific event.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
D. Stakeholder Engagement/Parental Involvement	In 2016-17, The charter held more than 2 family engagement nights.	In 2017-18, The charter held more than 2 family engagement nights.	In 2018-19, The charter held more than 2 family engagement nights.	The charter will host at least 4 family engagement events.
E. Engineering and Design Challenge	Not Applicable	Not Applicable	Not Applicable	The charter will host an Engineering and Design Challenge.
F. College and Career Fair	Not Applicable	Not Applicable	Not Applicable	The charter will host a College and Career Fair.
G. Achievement Chats	Not Applicable	Not Applicable	Not Applicable	The Charter will offer parents and students Achievement Chats which will include academic progress updates and post-secondary planning with their teacher each semester .

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

Not applicable	Not applicable
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OR

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

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

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
Not applicable	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not applicable	Events for student success including but not limited to: <ul style="list-style-type: none"> • Senior events • Awards banquets • Graduations • School dances • Charter-level & center-level social events 	Events for student success included but is not limited to: <ul style="list-style-type: none"> • Graduations • Senior events • Award Banquets • School dances • Sports events • Charter-level social events • Night school • Café nights

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not applicable	\$61,395.55	\$76,309.32
Source	Not applicable	LCFF Concentration	LCFF Concentration
Budget Reference	Not applicable	General Ledger Accounts: SC280, SC281, SC282	General Ledger Account includes but is not limited to: 60600, 60700

Action 2

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

Students to be Served:

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

Location(s):

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

Not applicable	Not applicable
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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and Low Income	LEA-wide	All Schools
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Actions/Services

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

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

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

Unchanged	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>School programs including but not limited to:</p> <ul style="list-style-type: none"> • Student groups (i.e. student leadership) • Sports programs • Experiential learning camps • Field trip 	<p>School programs including but not limited to:</p> <ul style="list-style-type: none"> • Student groups (i.e. student leadership) • Sports programs • Experiential learning camps • Field trips 	<p>School programs including but not limited to:</p> <ul style="list-style-type: none"> • Student groups (i.e. student leadership, etc.) • Sports programs (including transportation & equipment) • Experiential learning camps (including transportation) • Field trips (including transportation)
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,592.51	\$92,093.33	\$95,386.65
Source	LCFF Supplemental	LCFF Concentration	LCFF Concentration
Budget Reference	General Ledger Accounts: 60000, 60100, 60600, & 60700	General Ledger Accounts: SC276, SC277, SC278, SC253, SC254	General Ledger Account includes but is not limited to: 60100, 60300, 60600, 60700

Action 3

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

Students to be Served:

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

Location(s):

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

Not applicable	Not applicable
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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

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

Not applicable

Modified

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Not applicable

Stakeholder engagement events including but not limited to:

- Community events
- Stakeholder engagement nights including all LCAP focus group meetings
- Back to school night/Open house
- Comprehensive School Climate Inventory survey (CSCI)

Stakeholder engagement events include but are not limited to:

- Community events/outreach
- Family engagement events
- Back to school night/Open house

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,374.45	\$30,697.78	\$38,154.66
Source	LCFF Supplemental	LCFF Concentration	LCFF Concentration

Budget Reference	General Ledger Accounts: 60000, 60100, 60600, & 60700	General Ledger Accounts: SC070	General Ledger Account includes but is not limited to: 70000
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(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Students will receive support and instruction through individualized, rigorous curriculum and will be offered resources to positively affect their progression in core courses.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 7, 8
 Local Priorities: Not Applicable

Identified Need:

After reviewing student course completion data, internal benchmark assessment scores, and stakeholder input, it was identified that there is a need to focus on instruction and student support in all core courses in an effort to increase student achievement. With the transition to Common Core, students have been struggling with content and increased rigor delivered through independent study curriculum and have expressed the need for an increase in academic supports. Additionally, as student/teacher relationships are vital to student success in our program, it is incredibly important that we recruit and hire the best instructional staff, provide them with the training and support necessary to continue to improve, and ensure a positive school climate to assist in the retention of our instructional team.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. SBAC	The average distance of student scores from Level 3 on the 2016 SBAC was at the “Declined Significantly” level of change in ELA and at the “Declined Significantly” level of change in math, as reported by the State Dashboard.	The average distance of student scores from Level 3 on the 2018 ELA and math SBAC will be at the “Maintained” level of change or higher.	In 2018, The average distance of student scores from Level 3 on the 2019 ELA and math SBAC was at the Declined” level of change, as reported by the State Dashboard.	The average distance of student scores from "standard met" on the 2020 ELA and math SBAC will be at the “Maintained” level of change or increased.
B. Core Course Completion Support	In 2017-18, students were offered additional specialized support and instruction to aid in their progression and completion of math and English curriculum.	In 2017-18, students were offered additional specialized support and instruction to aid in their progression and completion of math and English curriculum.	In 2018-19, students were offered additional specialized support and instruction to aid in their progression and completion of math and English curriculum.	Students will be offered additional specialized support and instruction to aid in their progression and completion of core courses.
C. Teacher coaching & development	In 2016-2017, teachers were equipped to provide individualized instruction through access to content-specific Instructional Coaches	In 2017-18, teachers were equipped to provide individualized instruction through access to content-specific Instructional Coaches.	Teachers were equipped to provide individualized, standards-aligned instruction by having access to Professional Development Coaches.	Teachers will be equipped to provide individualized, standards-aligned instruction through access to Professional Development Coaches.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
D. Core course credit completion	In 2017-18, students on average completed 5.96 Social Studies credits, 5.36 Science credits, 4.97 English credits and 4.44 Math credits during the school year.	In 2017-18, students on average completed 5.96 Social Studies credits, 5.36 Science credits, 4.97 English credits and 4.44 Math credits during the school year.	In 2018-19, students on average completed x Social Studies credits, x Science credits, x English credits and x Math credits during the school year.	On average students will complete a minimum of 4 credits per core subject during the school year.
E. Renaissance Star –Scaled Scores	Not Applicable	Not Applicable	Not Applicable	The charter will track and analyze Renaissance Star scaled scores and a baseline will be established.
F. Renaissance Star- EL Lexile	In 2018-19, 9th grade EL students had an average Lexile decreased of -25 over 3 testing periods. 10th grade EL students had an average Lexile decreased of -66 over 3 testing periods.	Not Applicable	In 2018-19, 9th grade EL students had an average Lexile decreased of -25 over 3 testing periods. 10th grade EL students had an average Lexile decreased of -66 over 3 testing periods.	Charter aims to increase overall Lexile growth for English learners through specialized instruction and interventions.
G. Course Access	In 2016-2017, 11 math courses were either added or revised in the course catalog.	In 2017-18, access to individualized, rigorous curriculum was increased by adding and/or revising the	In 2018-19, Access to individualized, rigorous curriculum was increased by adding and/or revising the following core courses to	Access to individualized, rigorous curriculum will be increased by contracting out to develop, revise,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		following math and English courses in the course catalog: Math courses added: Integrated Math I (Creation) Integrated Math II (Creation) Geometry A (DC) CP (Creation) English Courses revised: English 8 (Revision) English 10 (Revision) English 11 (Revision)	the course catalog (Appendix C). Core courses added or revised: <ul style="list-style-type: none"> English 9 (creation) US Government (revision) US History (creation) Physical Science (revision) 	adopt, adapt and/or create curriculum.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

Not applicable	Not applicable
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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and Low Income	LEA-wide	All Schools
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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
Not Applicable	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Education technology resources including but not limited to: <ul style="list-style-type: none"> • Software • Online educational programs • Technology • Chromebooks • Data tracking system 	Education technology resources includes but is not limited to: <ul style="list-style-type: none"> • Software • Online educational programs and curriculum for all students • Technology • Chromebooks & Kindle's • Data tracking software - EDI, student track, reporting, tableau, IT support • Edmentum & APEX

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	\$141,209.77	\$158,977.75
Source	Not Applicable	LCFF Concentration	LCFF Concentration
Budget Reference	Not Applicable	General Ledger Accounts: SC018, SC037, SC051, SC052, SC053	General Ledger Account includes but is not limited to: 60100, 60300, 60600, 63000

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Not applicable	Not applicable

OR

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

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

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
Not Applicable	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Curriculum maintenance and development includes but is not limited to: <ul style="list-style-type: none"> • Salaries • Contracts 	Curriculum maintenance and development includes but is not limited to: <ul style="list-style-type: none"> • Salaries • Contracts

	<ul style="list-style-type: none"> • Curriculum development and maintenance • Learning management system • Digital Platform migration and maintenance 	<ul style="list-style-type: none"> • Curriculum development and maintenance • Learning management system • Digital Platform migration and maintenance • Edmentum
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	\$110,511.99	\$31,795.55
Source	Not Applicable	LCFF Concentration	LCFF Concentration
Budget Reference	Not Applicable	General Ledger Account SC050	General Ledger Account includes but is not limited to: 63000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 2,534,644.00

14.51%

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).

In 2019-20, LCFF concentration and supplemental funds will be proportionally allocated LEA-wide in the Opportunities For Learning William S. Hart Charter in order to increase and improve services for our low income pupils, foster youth, and English learner populations by 14.51% as compared to services provided for all students. In the 2018-19 school year the charter served an unduplicated pupil percentage of 39.97%. Below is a description of how services will be principally directed to and effective in meeting the charter's goals for unduplicated pupils in the state priority areas.

Maintenance, retention and recruitment of instructional staff

By nature, and design of our program, all students participate and complete the same curriculum and educational offerings. Historically, we have seen that those pupils falling within our student subgroups require more specialized services and attention in order to be successful in this mainstream environment. It is vital that they have access to specialized academic support staff (i.e. tutors, Math Intervention Specialist, EL Specialists and Coaches, Intervention Specialists, Student Advisors, etc.) in order to support their individualized needs. Many of these instructional support staff positions devote the majority of their time to working with students in each of the subgroups, as they make up the majority of our overall student population. This is not only the case for support staff, but also for our administration and regular independent study and small group instruction instructional staff. These positions also devote more of their time to working with our student subgroups in order to support their success in the mainstream experience. Historically, when one of our teachers leaves our program, the students they serve show a significant decline in progression and many students end

up leaving our program shortly after their teacher. As many of our student subgroups come from a background rooted in trauma, they tend to lack positive trusting relationships with adults. When we are able to retain teachers that students have built a trusting and positive relationship with, they stay with our program longer and complete coursework at a more efficient pace. This in turn shows impact through increased credit completion, graduation rates, and reclassification percentages for English learners, Renaissance Star SGPs, and standardized test scores. Therefore, it is incredibly important that we recruit and hire the best instructional staff, provide them with the coaching and support necessary to continue to evolve, and ensure a positive school climate to assist in the retention of our instructional team. In order to continue supporting the majority of our student population, those which fall into one of our student subgroups, it is important that we maintain the staffing and structure of our program as one that supports a general mainstream educational experience in an individualized way. Maintaining the integrity and intent of our program is of the highest priorities to us, therefore we need to ensure we are adequately staffed, our facilities are in good repair and functional to meet the needs of our students. To establish a well-rounded instructional program, we need to develop our program as our students' needs change and our staff student loads change, therefore it is crucial we are giving every student the best academic program possible by maintaining and developing our program as needed. We want to make certain there are no obstacles in the way of our students and staff achieving their academic goals. As the majority of these instructional positions' time and development are tailored to supporting our student subgroups, we are inherently allocating resources proportionally in accordance with the 14.51% requirement as compared to services provided for all students.

Professional Development coaching

To establish a well-rounded educational environment, we provide access to professional development coaches to ensure our staff is equipped with the skills necessary to provide individualized, standards-aligned instruction to our students. Professional development coaching offerings will be crucial in our students' academic success therefore offerings will be made available to all instructional staff. Through these offerings our instructional staff will gain the tools and knowledge to prepare our students and aid their success in our program, on standardized benchmark testing, as well as mastering their completion of core courses. When our instructional staff is coached and given the tools and knowledge to improve their teaching skills in order to provide individualized, standards-aligned instruction, students have a higher likelihood of achieving their monthly academic requirements (i.e. progression). Our PD coaches are dedicated to continuous improvement of our program and training our newly hired staff and much of their time is dedicated to prioritizing, coordinating and monitoring our instructional staff student outcomes monthly. Coaching increases educator effectiveness which results in students' success. In order to continue supporting the majority of our student population, those which fall into one of our student subgroups, it is important that we maintain and/or develop the PD coaches as our program is one that supports a general mainstream educational experience in an individualized way. OFL - William S. Hart will begin to implement the established CSI plan that imbeds a focus on the goal of increasing student achievement by strengthening teacher understanding and use of data. Data workshops and curriculum deep dives will be offered. An additional Instructional Coach position will be added to support English and instructional practices. PD opportunities focused on data analysis will be offered for all teachers. PLCs targeting RenStar data will be provided as well. Professional development will also be provided to assist teachers in tracking and monitoring practices, strategic planning, and conducting effective Achievement chats with families. Incorporating the CSI plan of tracking, monitoring, and providing

intensive individualized student support as recommended by the Clearinghouse evidence based intervention study, PD opportunities will give teachers the tools and support in committing to this plan with fidelity and confidence and aid in decreasing the dropout rates and increasing the graduation rates. As the majority of these PD coaching positions' time and development are tailored to supporting our instructional staff who tend to have a heavy load of students in one or more subgroups, we are inherently allocating resources proportionally in accordance with the 14.51% requirement as compared to services provided for all students.

Events for student success

Events for students such as Senior Nights, Senior Awards/Signing, awards banquets and EL reclassification celebrations (Appendix A) will take place as applicable. These events serve as an opportunity for celebration of student successes, which is especially important to our student subgroups. Often facing many hardships and obstacles in their academic journey to graduation, it is especially important for our school community to offer incentives and celebrations along the way. These events also increase student and family engagement, build a strong sense of identity and personalized communities, and foster supportive relationships with all stakeholders as recommended in the evidence based intervention study and outlined in our CSI plan. As some of these events are specific to our student subgroups (i.e. EL reclassification ceremonies), others are open and available to all students. In order to align with the inclusive nature of our program, it is important that these offerings be available to all students, however it is our student subgroups that make up the majority of those that participate in these events. As this is the case, resources will be allocated proportionally to our student subgroups in accordance with the 14.51% requirement as compared to services provided to all students.

School programs

School programs such as experiential learning trips and camps, sports, groups, and field trips provide students with a unique learning experience outside of the classroom in which they are able to apply academic and social-emotional skills toward real-life situations. Students within one or more of the subgroup categories would often not otherwise be able to afford an experiential learning trip away from home. However, the experience and curriculum offered on these experiential learning trips have proven to grow students socially, emotionally, and academically as well as teach students to manage challenges. We have seen students re-engage in our program significantly after returning from these trips, which impacts their work product and academic performance in highly positive ways. This is especially the case for our student subgroups, as these programs offer them an opportunity to find connection and belonging within our school. Based on the evidence based intervention recommendations cited in US Department of Education, Preventing Dropout in Secondary Schools as approved and published by What Works ClearingHouse, <https://ies.ed.gov/ncee/wwc/practiceguide/24> and additional studies mentioned above, engaging students to connect schoolwork and college/career success help keep students in school and help improve dropout rates. These programs will include field trips and community service oriented opportunities, Crew, various College Tours and Service Learning Trips, increased concurrent enrollment opportunities and internships, Resume Workshops, CTE classes, and College Career Fairs for students as well as student groups that focus on coping skills and relationship building like Let's Talk About, Mindfulness and Meditation, Growth Mindset.

Increasing student and family engagement is also mentioned as a recommendation the Clearinghouse report. OFL - William S. Hart will include Student Council events, FAFSA Nights for parents and students, and College Research Process Workshop event for families as well. Focusing on the Clearinghouse intervention recommendations to increase graduation rates will be monitored for effectiveness and success periodically through the year with data collection and analysis.

Our sports programs not only give students the traditional high school experience, but they also allow for opportunities to develop key character traits such as teamwork, collaboration, communication, and sportsmanship. Similarly, involvement in student leadership groups, field trips, and other extra-curricular activities provide our subgroup students with an opportunity to connect with peers that can relate to their life experiences. These programs also offer a platform for students to have an active voice in our school community. By nature of our student demographic breakdowns, the majority of those that participate in these school programs fall within at least one of our student subgroups. Thus, resources for these programs will be allocated proportionally to our student subgroups in accordance with the 14.51% requirement as compared to services provided to all students.

Student academic resources & Educational technology resources

By providing students with access to academic resources such as textbooks, workbooks, other course materials, technology, and educational software, we ensure that there are no obstacles inhibiting full engagement in coursework. This is especially important for our foster, homeless, and low income student subgroups, as many of them do not have access to such technologies and resources outside of the learning center. In order for students in our subgroups to access intervention support services and resources, they also need access to these materials, thus supporting their overall academic success in the program and beyond. Since our curriculum and coursework expectations are the same for all students, regardless of their ability level or subgroup identification, it is necessary for all students to have access to basic resources in order to complete coursework and assessments. We will continue to work toward identifying and providing for individual student resource needs in an effort to supply materials as necessary so as to ensure that our subgroups of students can actively engage in their coursework and work toward closing the opportunity gap. By nature of our student demographic breakdowns, the majority of those that participate in our program and benefit from receiving these resources fall within at least one of our student subgroups. Thus, student resources will be allocated proportionately to our student subgroups in accordance with the 14.51% requirement as compared to services provided to all students.

Materials to improve student achievement and engagement

By providing students with basic resources such as healthy snacks that align with our Wellness Program, school spirit wear, and transportation assistance to and from school, we ensure that students are able to be fully present and engaged while in our learning centers. This is especially important for our subgroup students, particularly our low-income and foster youth populations, because they often go without these amenities. When students go without food and are hungry, they are often distracted and not fully present and participating in their coursework. By having healthy food options available that align with our Wellness Program, we not only quickly re-engage them in their learning but also prevent them from leaving the center during work times in order to get food. We will also continue

to use this opportunity to teach students about making healthy nutritional choices and how making those choices impact their overall wellbeing. Students who miss their appointment times often cite a lack of transportation as the reason for being unable to attend. In order to work toward reducing absenteeism, as Goal 1 states, we assist students with public transportation. Again, it is often our subgroup students and their families that do not have the means to provide this for themselves. One of our highest priorities is to ensure that all students feel welcomed and connected to our school community. We have seen that students who are actively engaged in our program outperform their peers in a variety of ways. One way in which we promote positive school climate and feelings of belonging within our student population is by providing school spirit wear. Students who fall within one or more of our subgroups would not otherwise be able to purchase these items for themselves and may feel excluded from fully participating in the school experience. By making school spirit wear available to all students, we ensure that those feelings of belonging and connection are accessible to everyone. By nature of our student demographic breakdowns, the majority of those that benefit from these offerings fall within at least one of our student subgroups. Thus, resources will be allocated proportionally to our student subgroups in accordance with the 14.51% requirement as compared to services provided to all students.

Curriculum development and maintenance

Our curriculum development efforts in the coming school year will be focused on improving accessibility, scaffolding of course instruction and migrating over to a digital platform. This will be done through modifications to curriculum delivery platforms so that coursework can be accessed and completed in person, in workbooks, and digitally. This will be done through modifications to curriculum delivery platforms so that coursework can be accessed and completed in person, in workbooks, and digitally. Additionally, we will continue to develop new curriculum offerings so that students have access to a variety of coursework and digital curriculum offerings to fully round-out their educational experience. We have received feedback through stakeholder engagement efforts that some of our current curriculum is rather lengthy and confusing for students. This especially impacts our student subgroups, as they tend to struggle the most with independently getting through the course materials due to ability level and language barriers. While maintaining rigor and high academic standards, we will continue to work toward improving coursework so that it is easier to understand and targets scaffolded objectives that lead a student to mastery. We will also work to embed informal assessments and targeted practice and intervention into independent study curriculum so as to address individual student needs through the learning process, and in turn work toward closing the opportunity gap between student groups. Additionally, we will continue to develop new curriculum offerings so that students have access to a variety of coursework and digital curriculum offerings to fully round-out their educational experience. Although these courses will be available to all students, as our program promotes a mainstreamed education with necessary support services along the way, these course additions, edits, revisions and migrations will be tailored to student subgroup needs. With the migration to our new digital platform students that fall into one or more of our subgroups will benefit the most from these digital offerings as they are designed with their needs in mind. Scaffolding, assessments and animations will make it easier for our subgroup of students to get through our curriculum and with a deeper understanding and engagement with their expected learning outcomes. As the majority of our student population fall within one or more of our student subgroups, the majority of funds allocated to these efforts will be done so proportionately to our student subgroups in accordance with the 14.51% requirement as compared to services provided to all students.

Stakeholder engagement

Through stakeholder feedback in the 2017-18 school year it was clear that stakeholder engagement was a high priority amongst parents, students and staff. Following the evidence based intervention recommendations, increased engagement is embedded in the CSI plan to address OFL - William S. Hart goals and needs and assist with building a strong sense of identity and personalized communities. Stakeholder engagement events such as open house, focus group meetings, community partnership events, and resource and career fairs will provide a time in which parents and students will be able to interact with our school administrative and instructional staff outside of appointment times. Stakeholder engagement events will offer an opportunity for parents to discuss their student's academic progress in light of their post-secondary goals. This will also be a time in which all stakeholders can come together and agree upon interventions, additional support resources, and other individualized student needs in order to ensure success. Many times, these conversations are tailored to identifying and fulfilling the needs of our student subgroups on an individualized basis. These events will also provide information and resources specific to student subgroup needs. For example, many of the efforts in these events will be geared toward connecting students and families with low income governmental support programs, foster youth services, homeless services, and other general community resources in the area (i.e. public libraries, transportation services, childcare services, etc.). Focus group meetings will be held to support our LCAP process and will be utilized to both educate students and parents as well as seek input toward program improvement, especially for our student subgroups. These events will still be open to all students, as there are aspects of them that would benefit any type of student in our program, but the majority of programming within these events will be tailored to the needs of our student subgroups. These events make it possible for parents to be an active partner in their students' academic success and post-secondary pathways, and to build a foundation of trust and respect between their student and our instructional staff. Therefore, by nature of these offerings being mostly in support of student subgroup needs, this spending does allocate resources proportionally to our student subgroups in accordance with the 14.51% requirement as compared to services provided for all students.

Appendix A: Definitions of Terms & Metrics

Term/Metric	Definition
CBEDS	California Basic Educational Data System – a system for collecting data about students and schools in California that captures information once per year on the first Wednesday in October. As our student population is often fluctuating, we have found that this snapshot of students closely captures our most unchanging student group for the school year.
Comprehensive School Climate Inventory (CSCI)	Developed and administered by the National School Climate Center, the CSCI is a nationally-recognized and empirically validated school climate survey that provides an in-depth profile of a school community’s particular strengths and needs. The CSCI measures shared perceptions of the school community and reveals how the populations whose perceptions were measured (students, school personnel, and parents) feel about the school environment. This is done through the measurement of 13 dimensions of school climate clustered into the following categories: safety, teaching and learning, interpersonal relationships, institutional environment, social media, and leadership.
Drop-out rate	Middle school and high school drop-out rates as reported are calculated to determine the percentage of the student population that leaves our program and does not enroll in another school program, or essentially drops out of school completely. This calculation identifies the percentage of all students that have a dropout leave code as their last leave code of the school year.
EL Reclassification Celebration	The EL Reclassification Celebration is an event hosted to recognize and celebrate students who have been designated as Reclassified Fluent English Proficient. Celebrated with parents, other students, and staff, each student is recognized for their hard work and accomplishments in achieving English fluency.
Experiential learning camps	Experiential learning opportunities are offered to all students free of charge. These include but are not limited to trips to Cuba, Italy, China, and Rocky Mountain Pathways Ranch in Colorado, Blackbird Farm in Northern California, CTE camps, and various college tours across the country. Trips include social-emotional curriculum and elective credit opportunities through various activities, reflections, discussions, and projects.
Individualized Learning Plan (ILP)	The ILP is documentation of a student coaching conversation that outlines the student’s high school and post-secondary goals and needs in order to make regular progress toward those goals. Additionally, it aids in providing students with a connection to academic, program, and extra-curricular supports and resources in order to graduate from high school prepared for success in their chosen post-secondary pathway. Please see Appendix D for further detail.
Senior Signing event	Senior Signing night is an event hosted to recognize and celebrate students who have been accepted to and are attending college after graduation. Celebrated with parents, other students, and staff, each student proudly announces and accepts their college for fall enrollment. Also includes any and all senior events hosted by the charter to recognize our senior’s accomplishments and celebrations of earning their high school diploma.
Student Growth Percentile (SGP)	SGP is a measurement of student growth through the use of Renaissance Learning’s STAR benchmark assessment system. SGP compares a student’s growth between two assessments to that of his or her academic peers (students at a similar achievement level as well as the same grade level) nationwide. This score provides a fair representation of how well a student is growing with consideration of expected growth rates for that student’s grade and ability level compared to millions of students nationwide.
Student Progression	Student Progression is a measure of independent study student progress in both work product and attendance. It is represented as a percentage of students making satisfactory progress in unit completion on a monthly basis.

<p>Comprehensive Support and Improvement (CSI)</p>	<p>The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes. (Refer to Appendix B for plan details)</p> <p>California will use the California School Dashboard (Dashboard) to determine school eligibility for CSI. School eligibility is based on the following two categories of schools:</p> <ol style="list-style-type: none"> 1. High schools with a graduation rate less than 67 percent averaged over two years <ul style="list-style-type: none"> o All high schools, including Title I, non-Title I, traditional, and Dashboard Alternative School Status are eligible. 2. Not less than the lowest-performing five percent of Title I schools <ul style="list-style-type: none"> o Schools with all red indicators o Schools with all red but one indicator of another color o Schools with five or more indicators where the majority are red o Schools with all red and orange indicators
<p>Tableau®</p>	<p>Tableau® is a data visualization platform that organizes data into interpretable and usable graphs, charts, and reports.</p>

Appendix B: Comprehensive Support and Improvement (CSI) Plan

School Year: 2019-2020

Comprehensive School Improvement Plan

School Name	County-District-School (CDS) Code	Local Board Approval Date
[Opportunities For Learning-Santa Clarita]	[19-65136-1996263]	June XX, 2019

Part 1: LCAP Prompts:

Schools Identified:

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

William S. Hart - Opportunities For Learning-Santa Clarita

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.

LEA supported identified schools in developing CSI plans by using the CA Dashboard results and the WASC Accreditation Self-Study findings and the Visiting Team schoolwide growth areas for continuous improvement recommendations as the school-level needs assessment. Data and findings from the Dashboard, WASC Self-Study, and the Visiting Team were analyzed with stakeholders to find root causes and determine the school’s needs for a comprehensive assessment. Identification of any potential inequities were targeted with data analysis from these results and findings. Support of data analysis and interpretations was provided by the Instructional Coach and used to determine if any inequities existed and needed to be addressed in the plan. Stakeholders were provided with multiple research publications from What Works Clearinghouse database and all intervention findings were collaboratively evaluated on strength of summary evidence. The CSI plan was developed with stakeholders using this data and subsequent analysis, including the identification of evidence-based interventions and resources identified for implementation which were evaluated and grounded on evidence based with moderate to strong findings. The CSI plan will focus on the following interventions: 1. Intentional and individualized tracking, monitoring, and support for seniors centered on strategic planning and academic progress. 2. Increasing WIOA and career awareness to engage students to connect schoolwork and college/career success. 3. Increasing student and family engagement. Following the recommendations provided by the evidence based research in *Preventing Dropout in Secondary School* publication, the LEA designed a plan to develop and implement the interventions that have strong to moderate findings in order to effectively increase graduation rates.

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.

The LEA plans to collect the data it determines to be sufficient, including but not limited to the outcomes from the Dashboard, internal data pulls, and individual student tracking and documentation to evaluate the implementation and effectiveness of the plan. Identified quarterly monitoring cycles and an annual analysis of implementation progress and impact on student learning will be conducted to continually monitor the implementation and effectiveness of the CSI plan. The LEA will work with staff to coordinate the review and analyzing of data to support progress and provide feedback of impact on student outcomes. We expect that with these interventions, we will see our graduation rates go from 60.55% to closer to the 67% goal and our dashboard indicator will move from Red to Orange as we effectively get more students to graduate from the program.

Part Two: Full plan and description of CSI Process

Purpose and Description

Briefly describe the purpose of this plan for Comprehensive Support and Improvement

Opportunities For Learning - Santa Clarita was identified for the Comprehensive Support and Improvement plan based on our 60.55% graduation rate. The plan will reflect and evaluate current programs and practices and access needed adjustments to ensure an increase in our overall graduation rates. Current data is shared with all stakeholders and through a collaborative process based on college and career, graduation rates, ELA and Math SBAC scores, EL progress, suspension rates, and chronic absenteeism program goals and implementation will be established. All interventions implemented will be evaluated grounded on evidence based resource with moderate to strong findings.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Opportunities for Learning - Santa Clarita's plan is to integrate the established goals to create an effective school plan: by using the WASC focus on learning process and action plan as the needs assessment, determination of evidence based interventions to address needs, and resource inequities evaluation. To effectively meet the ESSA requirements, the plan will incorporate LCAP stakeholder engagement feedback by utilizing stakeholder feedback through a comprehensive survey gathered once a semester. Utilizing this information stakeholders selected the evidence based interventions that they would like to use to address the areas of need.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this plan? What did the involvement process for the CSI plan, needs assessment, and resource inequities

Stakeholder engagement focus group meetings were offered in all learning centers in the Fall and Spring of 2018-2019 school to review needs assessment and resource inequities. Parent, student, and staff LCAP surveys were conducted during this time period as well. Staff In-services were held quarterly to communicate current goals and to review data. The CSI identification and its purpose was shared with stakeholders during LCAP engagement meetings in the Spring of 2019.

Resource Inequities

The outcomes of the needs assessment provided us the four goals necessary to address systematic learning needs. We reviewed these goals side by side with budgetary estimates to determine if inequities in spending versus goal alignment were evident.

Goal 1: Increase student achievement by strengthening teacher understanding and use of data. To focus on this goal, teacher professional development opportunities were increased in the 2018-2019 school year. Data workshops were offered at nights, with additional duties funds. Funds were also allocated for curriculum deep dives. Additional funding will be used to increase support of Instructional Coaching including adding an additional Instructional Coach position. An increase in PD opportunities focused data analysis will be offered for all teachers. PLCs targeting RenStar data will be provided.

Goal 2: Increase student achievement in Mathematics by increasing student support. To focus on this goal, each learning center utilized a Math Intervention Specialist. This position worked with targeted students to increase Math proficiency and course completion. Additional student appointments were offered during Homework Cafes and funded through additional duties. Additional hours and positions were approved for Paraprofessional support to provide RTI and intensive one-on-one student support. Study Skills Workshops were offered during additional even and Saturday appointments. Funding will continue to be maintained for these additional supports.

Goal 3: Increase student achievement by improving our parent engagement. To focus on this goal, more parent events were implemented. Additional parent events were held during the evening hours funded by additional duties, and activities and food expenditures. Additional student and parent engagement events will continue to be funded.

Goal 4: Increase student achievement by providing instruction or events that focus on social-emotional development. To focus on this goal, increased participation in Pathways trips have been promoted. Funding was set aside for Student Council at each center. Additional programs were implemented such as Running Group, Adulthood, Growth Mindset Group Workshop, and Mindfulness and Meditation.

Goals, Strategies, Expenditures, & Annual Review

Goal Indicator 1

Chronic Absenteeism: Decrease chronic absenteeism

Identified plan to increase student achievement for this indicator

Decrease absenteeism by increasing student progress towards graduation by:

- Student digital attendance will be maintained at or above a 90% average
- Semester achievement chats will address the link between academic success and attendance. Support and community resources will be offered to struggling student and families.
- Implement and track Intervention plan for identified truant students at the end of every learning period.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student digital attendance will be maintained at or above a 90% average.	75%	90%
Semester achievement chats will address the link between academic success and attendance. Support and community resources will be offered to struggling students and families	yearly	semester
Implement and track intervention plan for identified truant students at the end of every learning period.	50% of each center compliance	75% of each center compliance

Monitoring of progress

Assistant Principal and Coaches of each center will review and compile data to share with the team on progress on each metric, digital attendance, achievement chats, and intervention plan monitoring. This report will be compiled each quarter and submitted to the Director of Instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$158,977.75 - Including but not limited to Data tracking software - EDI, StudentTrac, reporting, tableau, data pulls	LCFF/LCAP

Goal Indicator 2

Graduation Rates: Increase graduation rates to approach closer to the 67% goal

Identified plan to increase student achievement for this indicator

Strive to increase the graduation rate from 60.55% to 67% by:

- Tracking, Monitoring, and individualized support for seniors
- WIOA and Career Awareness: Engage students to connect schoolwork and college/career success
- Increasing Student and Family Engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> Tracking, Monitoring, & Individualized support for seniors for strategic planning and academic progress 	0	50% of identified students
<ul style="list-style-type: none"> WIOA & Career Awareness: Engage students to connect schoolwork and college/career success 	10% of identified students	45% of identified students
<ul style="list-style-type: none"> Increasing Student and Family Engagement 	2 per region	4 per region

Strategy/Activity 1

EVIDENCE-BASED INTERVENTIONS

Guidance and Instructions: All CSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term “intervention” can include *activities, strategies, or interventions*. Complete questions 1 through 5 for *each* evidence-based intervention that will be implemented.

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

- | | |
|--|--|
| <input type="checkbox"/> English Language Arts (3-8,11) | <input type="checkbox"/> Suspension Rate (TK-12) |
| <input type="checkbox"/> Mathematics (3-8,11) | <input type="checkbox"/> College/Career (9-12) |
| <input type="checkbox"/> English Learner Progress (1-12) | <input checked="" type="checkbox"/> Graduation Rate (9-12) |
| <input type="checkbox"/> Chronic Absenteeism (TK-12) | |

2. Evidence Rating: Indicate the Evidence Rating for the intervention.

- Strong, Moderate, Promising

3. Rating Rationale: Indicate the source that was used to determine the rating.

- | | |
|--|---|
| <input checked="" type="checkbox"/> What Works Clearinghouse | <input type="checkbox"/> Other-Specify and Provide Link to Study: _____ |
| <input type="checkbox"/> LAUSD Evidence-Based Intervention Bench | |
| <input type="checkbox"/> Evidence for ESSA | |

4. Intervention Status: Indicate if this is a new or continuing Intervention.

- New
 Continuing

Tracking, Monitoring, & Individualized support for seniors for strategic planning and progress will be implemented as a new initiative.
WIOA & Career Awareness: Engage students to connect schoolwork and college/career success will be expanded with greater opportunities and commitment to fidelity.
Student and Family Engagement will be expanded with an increase in events and opportunities.

5. Evidence-Based Intervention Name and link to study

US Department of Education, Preventing Dropout in Secondary Schools as approved and published by What Works ClearingHouse, <https://ies.ed.gov/ncee/wwc/practiceguide/24>
ClearingHouse studies cited and additional studies include:

- Kemple, J. J., & Snipes, J. C. (2000). *Career Academics: Impacts on student's engagement and performance in high school*, NY: MDRC
- Dynarski, M., Gleason, P., Rangarajan, A., & Wood, R. (1998). *Impacts of dropout prevention programs [Horizon High Schools - Las Vegas, NV]: Final report. A research report from the School Dropout Demonstration Assistance Program evaluation*. Princeton, NJ: Mathematica Policy Research.
- Edmunds, J., Unlu, F., Glennie, E., Berstein, L., Fesler, L., Furey, J., & Arshavsky, N. (2015). *Smoothing the transition to postsecondary education: The impact of early college model*. Retrieved from <http://www.serve.org/>
- McDonough, P., M. (2005). *Counseling and college in America's high schools*. CA: NACAC
- Sinclair, Christenson, Evelo, & Hurley, (1998). *Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure*. *Exceptional Children*, 65(1), 7-21
- Sinclair Christenson, & Thurlow, (2005). *Promoting school completion of urban secondary youth with emotional or behavioral disabilities*. *Exceptional Children*, 71(4), 465-482.
- Gonzales, N., Wong, J., Toomey, R., Millsap, R., Dumka, L., & Mauricio, A. (2014). *School engagement mediates long-term prevention effects for Mexican American adolescents*. *Prevention Science*, 15(6), 929-939.]

Monitoring of progress

Student Advisors, teachers, coaches, and Assistant Principals of each center will compile data to share with the team on the progress on each metric, tracking, monitoring, & individualized support for seniors, WIOA & career awareness, and student and family engagement. This report will be compiled each quarter and submitted to the Director of Instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$76,309.32 - Events for student success which includes but is not limited to College/Career events and Senior events	LCFF/LCAP
\$38,154.66 - Stakeholder engagement events which include but is not limited to FAFSA night, Open House, Back to School Nights, Community events, Family engagement nights including all LCAP focus groups.	LCFF/LCAP

Goal Indicator 3

College/Career: Increase College and Career Readiness

Identified plan to increase student achievement for this indicator

Increase college/career readiness by engaging students to connect schoolwork and college/career success by:

- Offering College Tours and Service Learning trips
- All students will meet with their teacher and/or Student Advisor for strategic planning and goal setting
- Expand College and Career events

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Offer College Tours and Service Learning trips	2 trips	3 trips
All students will meet with their teacher and/or Student Advisor for strategic planning and goal setting based on Common Core state standards, assessment data, and performance standards	10% of identified students	50% of identified students
Expand college/career events	2 events per region	3 events per region

Monitoring of progress

Student Advisors of each center will compile data to share with the team on the progress on each metric, college tours and service learning trips, strategic planning and goal setting, and expansion of

college/career events. This report will be compiled each quarter and submitted to the Director of Instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$95,386.65 -School Program which includes but are not limited to, College Tours/Service Learning	LCFF/LCAP
\$76,309.32 - Events for student success which includes but is not limited to College/Career events and Senior events	LCFF/LCAP

Goal Indicator 4

Mathematics: Decrease the Math Achievement Gap, based on RenStar Benchmark Assessments

Identified plan to increase student achievement for this indicator

Decrease the Math Achievement Gap, based on RenStar Benchmark Assessments by:

- Additional time in the learning center to meet with either the Math tutor, Math Intervention Specialist, or Math teacher.
- Students performing below grade level in RenStar and SBAC will be continuously enrolled in a math course that supports their growth towards meeting their grade level expected course.
- Increase in Instructional Coach directed PD opportunities focused on data analysis and PLCs targeting RenStar data dives and instructional planning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Additional time in the learning center to meet with either the Math tutor, Math Intervention Specialist, or Math teacher.	5% of identified students	35% of identified students
Students performing below grade level in RenStar and SBAC will be continuously enrolled in a math course that supports their growth towards meeting their grade level expected course.	5% of identified students	35% of identified students
Increase in Instructional Coach directed PD opportunities focused	40% average teacher participation	80% average teacher participation

on data analysis and PLCs targeting RenStar data dives and instructional planning.		
--	--	--

Monitoring of progress

Goal data will be collected and tracked at the end of every school month and will be monitored and analyzed every quarter by the AP and Instructional Coach. The monitoring data will be analyzed and shared with all stakeholders and the semester LCAP/CSI engagement meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$158,977.75 - Including but not limited to Data tracking software - EDI, StudentTrac, reporting, tableau, data pulls	LCFF/LCAP
\$44,513.77 - Including but not limited to Professional Development Coaching	LCFF/LCAP

Goal Indicator 5

English Language Arts: Decrease the ELA Achievement Gap, based on RenStar Benchmark Assessments

Identified plan to increase student achievement for this indicator

Decrease the ELA Achievement Gap, based on RenStar Benchmark Assessments by:

- Additional time in the learning center to meet with a tutor, Paraprofessional, or English teacher.
- Students performing below grade level in RenStar and SBAC will be continuously enrolled in an English course that supports their growth towards meeting their grade level expected course.
- Create an additional Instructional Coach position to support and improve instructional practices in English.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Additional time in the learning center to meet with a tutor, Paraprofessional, or English teacher	5% of identified students	35% of identified students

Students performing below grade level in RenStar and SBAC will be continuously enrolled in an English course that supports their growth towards meeting their grade level expected course	5% of identified students	35% of identified students
Create an additional Instructional Coach position to support and improve instructional practices in English	0 positions currently	Add one position

Monitoring of progress

Goal data will be collected and tracked at the end of every school month and will be monitored and analyzed every quarter by the AP and Instructional Coach. The monitoring data will be analyzed and shared with all stakeholders and the semester LCAP/CSI engagement meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$158,977.75 - Including but not limited to Data tracking software - EDI, StudentTrac, reporting, tableau, data pulls	LCFF/LCAP
\$44,513.77 - Including but not limited to Professional Development Coaching	LCFF/LCAP
\$1,907,733.00 - Will include the addition of an extra Coach but is not limited to maintenance, retention and recruitment of instructional staff/ Instructional program maintenance and development	LCFF/LCAP

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

DESCRIPTION	AMOUNT
Total Funds Budgeted for Strategies to Meet the Goals in the plan	\$ 2,321,073

Appendix C: New/Revised Core Courses

Dual Enrollment (created)

Dual Enrollment Support A is a course designed to guide and enhance students experience as first time college students. In this course, students will learn many proven strategies for creating both academic and personal growth through readings, lectures, discussions, activities, and reflective journal writing. In addition, students will learn to express themselves professionally by practicing effective communication, college-level writing, and public speaking / presentation. Most importantly, students will establish themselves as independent college students with the skills, habits and mindsets for a balanced and successful college experience.

Throughout the course, students will read proficiently to gather, analyze and evaluate information, apply independent study skills to develop competency with the habits of mind needed for college success, model thinking and behavior expected of college students, apply reasoning to make responsible choices, and make, justify, and critique the arguments of themselves and others.

Upon completion of the course, students will have mastery in all of the topics and skills listed above and will have real life further developed skills in reasoning, argument, multimedia communication, and social-emotional domains.

English 9 A/B (created)

The purpose of English 9 A/B is to expose students to various forms of fiction and nonfiction. Students will understand an assortment of literary concepts, including point of view, author's' purpose and literary analysis. This course will allow students to increase reading comprehension by making predictions, analysis of structure and format and inferences. This course is designed to expose students to a wide array of texts and concepts in order to prepare them for future English courses in which they will work through increasingly difficult literary concepts and ideas, both abstract and concrete in nature. Students will work through a number of Common Core standards as they structure multiple academic essays to increase writing skills. Finally, students will engage with questions about communication and conflict as they connect all of their readings to the world in which they live these days.

Health A/B (revised)

Health A will concentrate on the concepts of wellness, health risks, personality, mental health, self-esteem, and expression of emotions. Students will also be exposed to an understanding of stress, responses to stress, and stress management. Students will study family roles and changes in family structures which have occurred. Also explored in this course are human reproduction, heredity, and human development. This course shall conclude with lessons in nutrition, malnutrition, diet planning, and being a wise consumer regarding food choices. HS Health has been updated to include required instruction on HIV/AIDS prevention education and affirmative consent. The course now includes medically accurate instruction on the nature of HIV/AIDS and its effects, methods of transmission, strategies to reduce the risk of infection, and social and public health issues related to HIV/AIDS. In addition, students will study the effectiveness and safety of all FDA-approved contraceptive methods in preventing unplanned pregnancy. High school students will be provided the knowledge and skills to form healthy relationships free from violence, coercion, and intimidation with a comprehensive study of affirmative consent/"Yes Means Yes". Lastly, students will be instructed on hands-only CPR training and the Automated External Defibrillator (AED), and demonstrate hands-only CPR with an on-site CPR manikin.

Health B, has a focus on the human skeletal, muscular, nervous, respiratory, and cardiovascular systems. Students will explore the elements of physical fitness and the importance of suitable exercise programs. An area of emphasis in Health B will highlight the use and abuse of prescription and illegal drugs. Students shall explore the body's effect of alcohol use and abuse and issues regarding social pressures to consume alcohol. Also studied is the harmful effects of all tobacco products. Another area of emphasis in this course is the human immune system and its response to infectious and noninfectious diseases. Finally, this course shall conclude with lessons about environmental pollution and the healthcare system.

Physical Science (revised)

Upon successful completion of Physical Science A, students will be able to communicate their findings using scientific observations, data collections and analyses. They will be able to use appropriate tools to perform investigations and understand how science is incorporated in our lives. In this semester of the course, students will focus on the chemical aspect of physical science. Students will understand characteristics of various materials and provide explanations of their behaviors by analyzing their molecular composition. Students will practice writing and validating scientific reports and justify their findings using graphs, tables and stoichiometric calculations to show their quantitative and qualitative data. Students will also gain the experience necessary to perform simple lab techniques such as measuring, filtering and diluting. Due to the high rigor of this class, knowledge of algebra 1 is highly recommended.

Upon successful completion of Physical Science B, students will be able to communicate their findings using scientific observations, data collections and analyses. They will be able to use appropriate tools to perform investigations and understand how science is incorporated in our lives. In this semester of the course, students will focus on the physics aspect of physical science. Students will be exposed to scientific theories and laws that are used to predict, manipulate and explain common macroscopic interactions. Students will understand Newton's laws that govern motion, energy transfers on earth through waves, electricity and magnetism and their work on the system. Students will also have the opportunity to analyze modern technologies and provide suggestions on how technology will impact our future. Due to the high rigor of this class, knowledge of algebra 1 is highly recommended.

Technology Literacy (created)

This 10-unit course offers students a comprehensive, *interactive* tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using tools such as Google Docs, Slides, and Sheets. Throughout the course, students will also be learning about and practicing good Digital Citizenship. At the completion of this course, students will be prepared to successfully complete Google's G Suite industry certification examination.

US Government (revised)

In this course, students will survey the scope of our government from its fruition, development and actualization, structure and function, to its relevance in our lives today in a democratic society. Students will begin learning about the foundations and unique characteristics of the American democracy through reading fundamental documents as the Declaration of Independence and the U.S. Constitution. Students will study the different branches of government and how they uphold the principles of separation of powers and checks and balances influence from Enlightenment philosophers as well as how the Framers of the Constitution drafted the document to allow for its adoption and application throughout time. Students will also study the creation of the judicial branch and study key important Supreme Court cases that created new laws set in place to protect our civil rights. Students will learn about the different levels of government from national, state, to local governments that provide public services to represent the interests and to protect the rights of the constituents. Students will trace the election process and learn how public opinion can influence the government. Through this understanding, students will understand the importance of their active civic participation and construct their own unique service learning project. Lastly, students will compare the American democracy with democracies around the world to distinguish the similarities and differences as well as to understand why the United States engage in foreign affairs.

US History (created)

United States History A is a five-unit course in which students will examine United States History from the beginnings of America to the present. Students will begin with an examination of America's beginnings from the 1607 -1824. Students will then look at the growth, reform, and lasting effects associated with the Civil War. They will study how industry and immigration led to the Gilded Age from 1865-1914. Students will examine the progressive era from 1890 to 1920 to understand the drive for reform and several civil rights movements of this time. Additionally, they will study imperialism, conflict, and World War I from 1890 to 1920.

United States History B is a five-unit course in which students will examine United States History from the 1920s to the present. Students will begin with an examination of the Roaring 20s, the Great Depression, and the New Deal from 1919-1941. Students will then look at the isolation, involvement, and the home front during World War II and the Cold War from 1931 to 1960. They will study civil rights, protest, and change in America from 1945-1960. Students will examine the events that surrounded the Watergate years to understand the

drive for reform and the lasting impacts of America's crisis in confidence from 1968-1980. Additionally, students will study the characteristics of the end of the 20th century and the challenges that face Americans in the 21st century.

World Geography A/B (created)

World Geography A is a five-unit course in which students will examine the perspectives of the human and physical world. Students will create written responses throughout their studies to establish prior knowledge and to make connections with what they know and new information regarding the world around them. In the first semester of this course, students will begin with an examination of the World, which will include how geographers look at the world. This will include examinations of the physical world, climates of Earth, as well as the human world. Students will then look at the United States and Canada. They will then study Latin America, which will include Mexico, Central and South America, as well as the Caribbean. Students will then explore all of Europe, including the Russian Core. Students will complete the first semester of World Geography with an examination of North Africa as well as Southwest and Central Asia.

World Geography B is a five-unit course in which students will examine the perspectives of the human and physical world. Students will create written responses throughout their studies to establish prior knowledge and to make connections with what they know and new information regarding the world around them. In the second semester of this course, students will begin with an examination of Africa South of the Sahara. Students will then look at the countries of South Asia. They will continue to broaden their understanding by studying East Asia. Students will then examine Southeast Asia and the Pacific World. Students will finalize their study of World Geography by studying topics that pose great challenges to the world and will explore a variety of sources to broaden their understandings in these areas.

Appendix D: Individualized Learning Plan (ILP) Form

The ILP is documentation of a student coaching conversation that outlines the student's high school and post-secondary goals and needs in order to make regular progress toward those goals. Additionally, it aids in providing students with a connection to academic, program, and extra-curricular supports and resources in order to graduate from high school prepared for success in their chosen post-secondary pathway.



Opportunities For Learning
Public Charter Schools

Student Individualized Learning Plan (ILP)

The purpose of this ILP is to facilitate a student coaching conversation that outlines the student's goals and regular progress toward those goals. Additionally, this conversation will aid in providing students with a connection to academic, program, and extra-curricular supports and resources in order to graduate from high school prepared for success in their chosen college and career.

Student Name:	School ID:	Charter:	Learning Center:	School year:	Date of review:

Student Academic Profile

	Earned	Needed
Credits		
Community Service Hours		

Estimated graduation month and year: _____

I plan to complete _____ credits per month in order to reach this graduation date.

Specialized credit-completion eligibility (circle all applicable): AB 216 AB 1806 None Other: _____

Assessments

	Score(s)	Met Standard?	Goal	
Smarter Balanced - ELA				
Smarter Balanced - Math				
Ren STAR - ELA	Testing Window			
	<u>1</u>	<u>2</u>		<u>3</u>
Ren STAR - Math*	Testing Window			
	<u>1</u>	<u>2</u>		<u>3</u>
CST Science				
CELDT				

**For incoming 9th graders:* based on the identified scores on math assessments, this student will be placed in the following math course: _____

Post-secondary Plans

What are your plans for after high school?
(check all that you are interested in and name your school or program of interest if known)

- Community College/Transfer _____
- 4-Year University _____
- Trade/Vocational School _____
- U.S. Armed Forces _____
- Other _____

What careers/majors are you interested in?

- _____
- _____



Student Learning Plan Support Opportunities

Suggested areas of intervention (check all that apply & identify supporting resources for intervention):

- Attendance/unit progression | aligned resource(s): _____
- Behavior | aligned resource(s): _____
- Math | aligned resource(s): _____
- ELA | aligned resource(s): _____
- Science | aligned resource(s): _____
- Social-science | aligned resource(s): _____

Interested extra-curricular opportunities (groups/sports/camps/trips/events):

- _____
- _____

Additional Support Resources

- CA Department of Social Services - <http://www.cdss.ca.gov/cdssweb/>
- WIC Food & Nutrition Services – (888) 942-9675
- CalFresh Program – (877) 847-3663
- CA Food Banks - <http://www.calrecycle.ca.gov/reuse/Links/Food.htm>
- CalWORKs Child Care Program - <http://www.cdss.ca.gov/calworks/>
- CA Employment Development Department - <http://www.edd.ca.gov/>
- Child Care - <http://www.cdss.ca.gov/cdssweb/PG78.htm>
- Foster Youth Information - <http://www.fosteryouthhelp.ca.gov/>
- California Youth Crisis Line – (800) 843-5200 (24 hours)
- Others:
 - _____
 - _____
 - _____
 - _____

Action Plan

Based on my personal, academic, and post-secondary goals, I (student) will do the following to ensure that I adequately progress:

Based on the student’s personal, academic, and post-secondary goals, I (OFL staff) will do the following to ensure that this student adequately progresses:

Based on the above factors and conversations, this student’s selected planning guide will be: _____

A detailed overview of the selected planning guide was reviewed (circle one): Yes No

Student signature*: _____ Date: _____

Parent signature: _____ Date: _____

Student Advisor signature*: _____ Date: _____

Designated Administrator signature*: _____ Date: _____

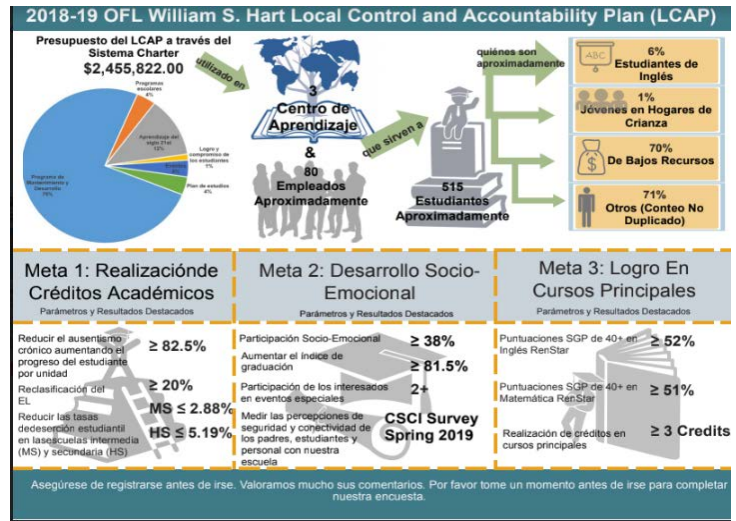
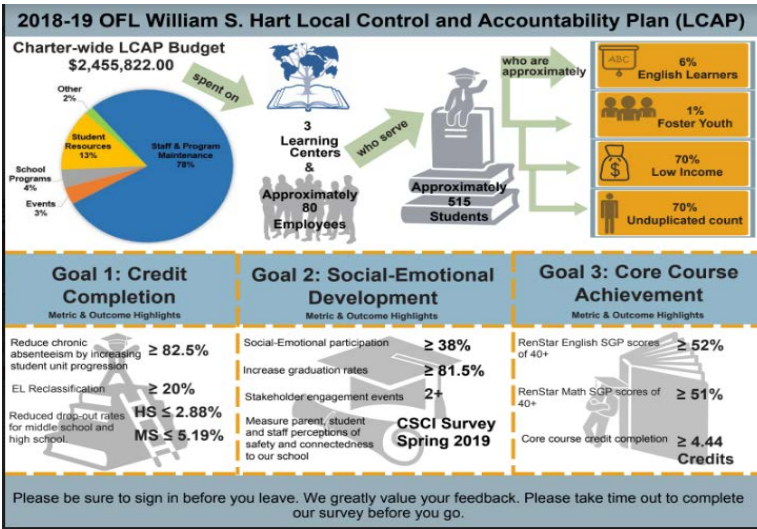
*signatures required for full form completion

For reference

Student subgroup identification (check all that apply):

- Foster youth
- ELL
- FRMP
- Homeless

Appendix E: Parent & Student Focus Group Presentation



Local Control & Accountability Plan (LCAP)

2018-2019

What is LCFF & LCAP?

LCFF
 The Local Control Funding Formula (LCFF) is the *funding calculator*: the state uses to produce the amount of *extra money* our school will receive for our 3 subgroups of students, Foster youth, Low-Income (Free & Reduced Lunch/FRMP), and English Learners.

LCAP
 The Local Control Accountability Plan (LCAP) is an important component of the Local Control Funding Formula (LCFF). Under the LCFF all schools in California are required to prepare a LCAP, which describes how they intend to meet annual goals for all students, with specific activities to address identified state and local priorities. The LCAP is a document outlining how we plan to spend the extra money (LCFF) we get from the state for our Foster youth, Low-Income (Free & Reduced Lunch/FRMP), and English Learners. In the LCAP we state how we intend to spend this money through 3 Goals.

- ### California's 8 State Priorities
- The state of California has 8 state priority areas in which each school needs to address in their LCAP. To the right you will see what the 8 priorities are and which of the 2018-2019 LCAP goals meet is addressing it.
- Priority 1: Basic Services- *Does not apply to charter schools via Williams Settlement legislation exemption.*
 - Priority 2: Implementation of State Standards- Goal 1 & 3
 - Priority 3: Parental Involvement- Goal 2
 - Priority 4: Pupil Achievement- Goal 1 & 3
 - Priority 5: Pupil Engagement- Goal 1 & 2
 - Priority 6: School Climate- Goal 2
 - Priority 7: Course Access- Goal 3
 - Priority 8: Pupil Outcomes- Goal 1, 2, & 3
- What does this mean for our students?**
 This means that additional support and resources are being provided in order to meet each student's individual needs and our LCAP goals.

Charter-Wide LCAP Goals

Goal 1:
 Credit completion towards graduation is accomplished through an overall reduction in absenteeism for all students.

Goal 2:
 Students will receive support and instruction focused on social-emotional development in order to increase graduation rates and better prepare students for their post-secondary pathways.

Goal 3:
 Students will receive support and instruction through individualized, rigorous curriculum and will be offered resources to positively affect their progression in core courses.

Goal 1: Chronic Absenteeism

How are we achieving this goal?

- Focusing on getting our current students into the Learning Center and completing all work in a timely manner.
- Offering extra one-on-one support to our English Language Learners to become fluent in English.
- Ensuring our Foster Youth has an ILP (Individualized Learning Plan) on file.
- Tutoring.
- Ensuring students have access to technology in the learning centers.

Goal 2: Social-Emotional Development

How are we achieving this goal?

- Offering additional events, groups, sports, trips, and courses to all students. That are designed to develop social-emotional skills.
- Holding Senior signing events and graduations to celebrate the success of your students.
- Surveys to measure school safety were administered in Fall 2018 and Spring 2019.
- We will be administering the Comprehensive School Climate Inventory (CSCI) at the end of March 2019 - early April 2019, to measure parent, student and staff perceptions of safety and connectedness to our school.

Goal 3: Core Course Credit Completion

How are we achieving this goal?

- Tech in Testing is being offered to students. In this class students will learn about the technology they will use in the SBAC exam, cover some of the main content skills necessary and take a shorten practice exam. This will help students prepare and achieve higher SBAC test scores.
- Tutoring.
- Ensuring students are enrolled in core classes (Math, English, Science and Social Studies) needed to fulfill graduation requirements.
- Ensuring students have access to new/revised rigorous curriculum.
- Professional Development for our teaching staff.

Comprehensive Support and Improvement

Our school has been identified as being on Comprehensive Support and Improvement (CSI) due to having under 40% graduation rate reported on the California School Dashboard. Due to our flexible enrollment dates students come in to us every day of the year, which affects our graduation rates. Additionally, any student that enrolls with us in 9th grade and progresses to 10th grade in the same year is counted toward our 1 year graduation rate even if they have only been a 10th grader for a few months or days. We now need your help in developing a plan to ensure we are working toward improving our graduation rates and student achievement.

- What suggestions do you have to improve our program and student achievement?
- What type of resources can we offer to boost student achievement and school improvement?
- What resources do you have?
- How can we ensure we are meeting ESSA graduation rates and still stay true to the nature of our program which is to help each and every student that walks through our doors, regardless of credit deficiencies or grad level.

We want to hear from you!

- What do you like most about our school?
- What suggestions do you have for us to help us improve our program?
- Why did you (or your child) come to our school?
- What keeps you (or your child) here?
- Would you recommend us to a friend/relative/co-worker/etc.? Why or why not?

Thank you!

Addendum

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

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

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?