

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Family First Charter School	Paul Guzman Executive Director	pguzman@newopps.org; 310-946-0379

2017-20 Plan Summary

The Story

We serve incarcerated adults in Los Angeles jail facilities run by the Los Angeles Sherriff's Department. Our students are all 18 years or older, with the average age of our students being 30 years old. We serve approximately 450 students, about 60% males and 40% females. Given the high transiency rate of our students, average attendance can range between twenty and thirty school days in previous years, many students do not continue with school inside of the facility. Thus, our school is located in Inglewood, Lawndale and Gardena in order to provide access to students post-release. This also allows us to serve the communities surrounding our non-facility locations. To benefit our students, all of our outside sites are partnered with the America's Job Centers through the Southbay Workforce Investment Board. This critical partnership allows us to offer support and direct links to employment opportunities in addition to our academic and vocational training.

All of our students, for whichever reason, were unable to previously earn a high school diploma. Sometimes because of basic needs, some students attend more than two schools, and in a majority of cases, there were academic deficiencies that reemerge once students reengage the process of earning a high school diploma. However, all students are working on remedial or high-school level work with the goal of achieving a high school diploma. The transient nature of our students frequently limits our ability to conduct large scale longevity analyses. However, we have worked diligently at increasing our capacity to measure student learning gains while students are with our school.

Given our unique context, New Opportunities Charter School applied for and received an ASAM designation (now known as DASS). After looking for comparable schools, we found the promise of the DASS designation would allow us the opportunity to show student progress and school progress in ways that are more appropriately aligned with what are comparable metrics. Moreover, we have aligned and enmeshed our school charter and our WASC action plan to the areas indicated in our LCAP. This synchronization of goals and action plans has allowed us to orchestrate and document the progress that we targeted.

Family First Charter School serves 4 sites throughout the region.

Jail-based Locations

- **Century Regional Detention Facility (Los Angeles County)**

At any given time, we serve about 150 female students at Men’s Central Jail (MCJ) in Downtown Los Angeles.

Community Location

- **Inglewood**

Located within a quick referral to the Workforce Investment Board, formerly incarcerated students or community members who have not completed their diplomas are able to enroll to reengage their progress earning a high school diploma.

- **Gardena**

Located within a quick referral to the Workforce Investment Board, formerly incarcerated students or community members who have not completed their diplomas are able to enroll to reengage their progress earning a high school diploma.

- **Lawndale**

Formerly incarcerated students or local community members who have not completed their diplomas are able to enroll to reengage their progress earning a high school diploma.

LCAP Highlights

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

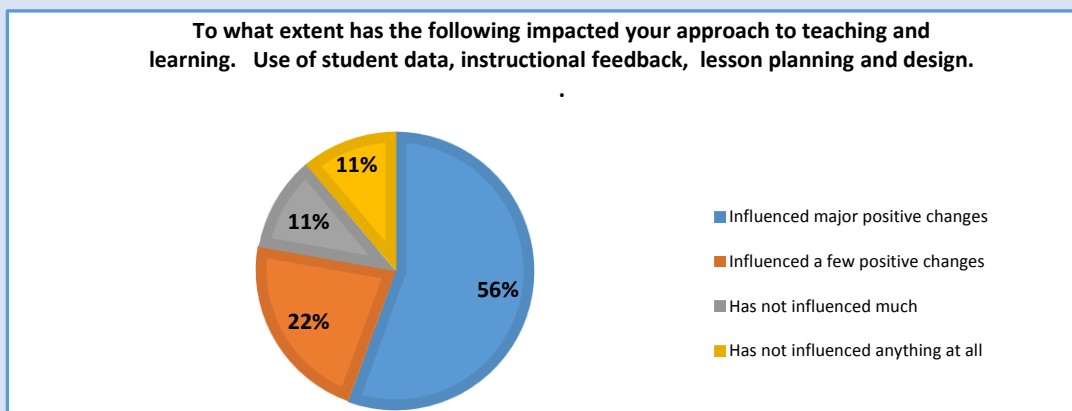
Our data focus is helping reshape how we think about our goals and day-to-day actions this approach has influenced all aspects of our school, from planning, to operations and instruction

Goal 1. Establish organizational wide (data cabinet) capacity and personnel infrastructure to manage, collect and use data to measure program goal progress, academic standards, student achievement data.

100% of instructional staff and site-level leadership has been trained on the analysis and use of data to inform classroom instruction. Instructional staff has demonstrated increased proficiency with the use of school data (charts).

100% of sites currently receive student data to inform classroom instruction and drive learning

The chart below (1.1) indicates nearly $\frac{3}{4}$ of our staff cited a positive impact our resulting from the focus on data/instruction.



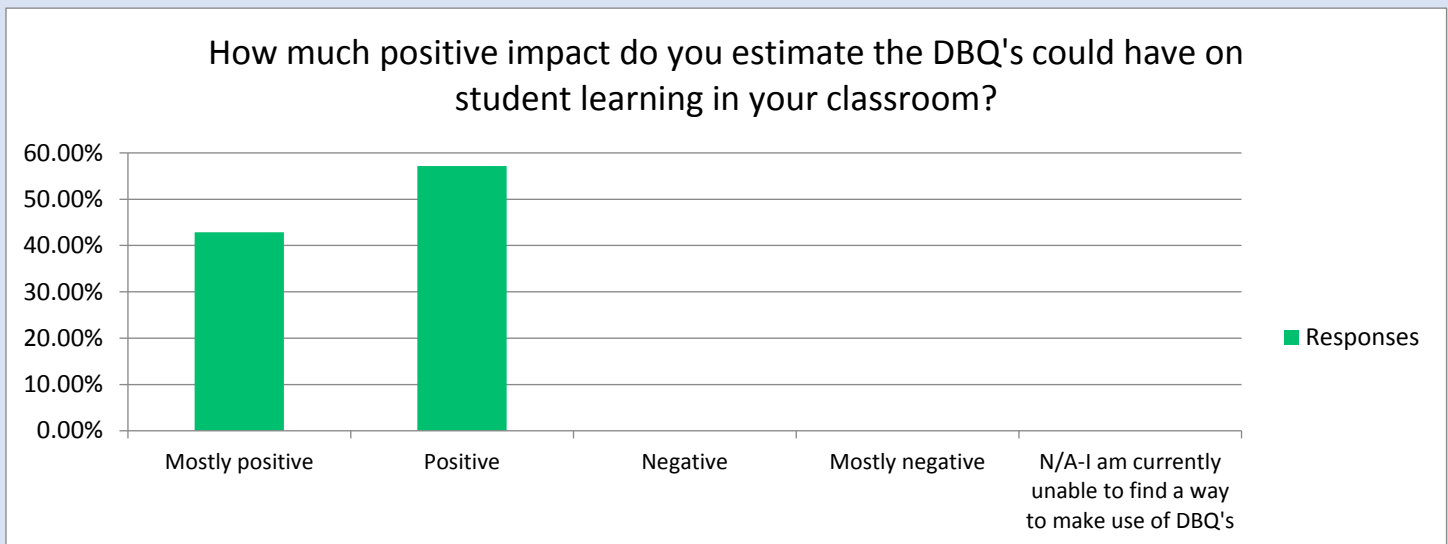
This goal has led us to rethink how we want to support writing across the school sites and across the disciplines. Though progress in this area was slower, we are confident its impact will immediately benefit our students and overall program.

Goal 2. Collaborate within content areas, teachers will develop common writing assessments, such as performance tasks and constructed response, for the currently adopted curriculum.

Goal #2 Highlights

Our current writing pilot is showing a high level of student interest and engagement. We are encouraged that our focus on writing first through a focus on fundamentals, layered with a calibration of student needs, will ultimately allow our school to provide a highly effective and student centered approach to improved writing.

The chart below (1.2) notes teacher's strong belief in the value of the school writing pilot. This is an important element leading to student engagement.



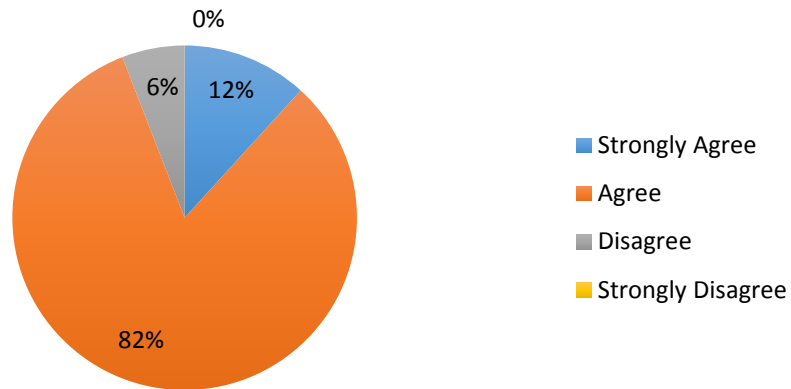
This goal has yielded tremendous amount of reflection and generated improvements and adjustments well beyond teacher feedback. The Marzano growth framework has led to growth in planning, training, instruction, learning through a targeted and highly structured feedback mechanism.

Goal #3. Establish a system of ongoing peer review based on Marzano's Framework for Teaching Domain instruction.

Goal #3 Highlights

100% Instructional staff have observed their peers for comprehensive feedback on classroom instruction based on Marzano's evidence-based model.

Overall, I feel positive about the Marzano Teacher Growth Framework.



The following goal has helped our school focus on the key underlying components that encourage student success; especially those areas that directly impact academic progress and student engagement. Overall, we have made significant strides in creating internal infrastructure to track and measure, and facilitate student success in school and beyond it.

Goal 4. Help our students succeed in school, post-graduation, and to reduce recidivism.

Goal #4 Highlights

Given that our students have a high rate of transiency, and the general high level of needs, it is challenging for students to stay in school. This means we sometimes end the school year with the same average attendance as the beginning of the year, only we may complete the year with a different set of students. We enroll at least double the number of students per school than the overall ADA.

This high rate of transiency is a challenge to student learning and persistence. Because of this, goal #4 is so critical to reattempt student engagement of former students. This year, we have attempted to personally connect with 460 former students outside of school. The number is more significant considering the number of attempted support/reengagement is closer to the actual student attendance, that is 144% of the school's ADA.

RE-ENTRY OUTREACH

320 
ADA

460 
Post-Release Outreach

144% 
Rate/Outreach

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success?

This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Our greatest progress has been the focus on school data for overall school improvement. This goal required us to reflect on the smaller supportive elements of school data. In turn, the goal required a fundamental shift and reflection about our school's approach to instruction, learning and overall collaboration. As a result, this goal has shifted our meetings, instruction, professional development, day-to-day operations and the overall expectations for student achievement. Consequently, we developed systems and hired staff to meet the needs of students from high achievers to low achievers.

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

Greatest Needs

As a DASS school, our dashboard indicator is not the same as the more common dashboard. One indicator that clearly shows room for improvement is the graduation rate. Fortunately, the formula used to calculate this has been recently reformulated to more accurately depict schools in alternative settings, such as ours. This is one area we would like to improve.

We will address this gap by using the included goals to ensure student learning is supported through effective support and instruction.

Additionally, we noted that College and Career Readiness indicator is in development and we would like our school to reflect strong support for this type of student preparation. As a result, we will likely include an additional actions to address and support this aspiration.

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

Performance Gaps

The DASS rubrics were only recently released and the graduation rate was one element addressed above.

Family First has identified the following areas of need in reference to student achievement data that is collected: English Learners and CAASPP student performance data, need to provide professional development on literacy across the curriculum.

In regards to EL, there will be workshops and updates on the ELPAC and monitoring of EL student achievement data on a regular basis. Development of interim assessments and performance tasks will provide opportunities for students to gain exposure to CAASPP-like questions. Family First will provide staff with training opportunities to review student achievement data by student group to guide instruction.

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

Increased or Improved services

The majority of our students are from low-income homes. Because of this, we embed strategies supportive of high needs students throughout our goals (as listed above) and efforts to improve.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 3,474,286
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 588,660

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

[Add text here]

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 3,366,358

Annual Update

LCAP Year Reviewed: 2017–18

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

Goal 1

Establish organizational wide (data cabinet) capacity and personnel infrastructure to manage, collect and use data to measure program goal progress, academic standards, student achievement data.

Phase I Establish Infrastructure

/Phase II Implementation of collection strategies

State and/or Local Priorities addressed by this goal:

State Priorities: [2,4,8]

Annual Measureable Outcomes

Expected

Actual

Establish organization wide data cabinet

- 1) Cabinet is established and meets regularly throughout the year to include site/instructional leaders and colleagues involved in data collection.
- 2) Meetings are part of regular duties for staff and administration. Meetings are centralized and further disaggregated at the local site level.

Produce quantifiable reports of data collected to reflect student progress and achievement

- 1) Spreadsheets, charts and diagrams created and shared with sites for analysis of progress, achievement and performance.
- 2) Reports generated after regular tests and shared with

Expected

Actual

teacher to monitor progress.

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.

Goal 1 Action

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Establish a core committee in Key school positions Committee	A) Establish a core committee in Key school positions Committee	\$285,27 Source LCFF Base Budget Code 1100; Code 5863; Reference Code 5200; Code 5210;	\$285,27 Source LCFF Base Budget Code 1100; Code 5863; Reference Code 5200; Code 5210;
B) Establish representatives [Minimum of one representative at each site]	B) Establish representatives [Minimum of one representative at each site]	\$121,40: Source LCFF Base; LCFF Supplemental	\$121,410 Source LCFF Base; LCFF Supplemental
C) Articulate a data mission (using school accountability guidance and core school documents)	C) Articulate a data mission (using school accountability guidance and core school documents)	Budget Code 1300; Code Reference 2100;	Budget Code 1300; Code Reference 2100;
D) Create and Conduct surveys on potential measurement metrics	D) Create and Conduct surveys on potential measurement metrics		
E) Articulated goals for upcoming (5) years in alignment with our mission	E) Articulated goals for upcoming (5) years in alignment with our mission		
F) Appoint/Establish/ subcommittees	F) Appoint/Establish/ subcommittees		
G) Implement training calendar w/ training session/ PD for committee members and site staff	G) Implement training calendar w/ training session/ PD for committee members and site staff		
H) Design calendar with Meetings	H) Design calendar with Meetings		

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Collection & Analysis periods

Collection & Analysis periods

Analysis 1

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. Include a discussion of relevant challenges and successes experienced with the implementation process.

Successes

A core data cabinet has been created. A designated data accountability responsibility has been created. The person in this role is the main representative and coordinator for school data, collection, management and use. Cabinet members represent each site and in some cases for overlapping representation, some sites have representatives by duty roles. This allows members to develop expertise across school roles such as administrative instructional and support staff. The cabinet meeting calendar currently extends beyond testing period because of the need to develop this capacity and the relatively high number of cabinet functions being established.

Overall, the cabinet provides the school a tremendous increase in improvement over previous years in its synchronization and coordination of data, collection, analysis, dissemination and use. There is a school wide emphasis to rely on the cabinet to provide data for staff to use on the day to day level and for administration to use on the strategic planning and large scale operations.

Every site now receives data to include and to analyze in order to inform operations and instruction. Reports are emailed and during professional development PLC's work together to disaggregate and analyze with local supervisors. This coordination has shown an increased capacity to work with data and an increased demand for increasingly sophisticated data. Simple summaries are no longer requested, tables and charts are among the most widely used tools to review data.

Challenges

The data cabinet has faced its set of challenges. The initial effort was to create a large group for the purposes of keeping staff informed. However, we learned that a larger sized cabinet would impact meetings and interest and that a better practice would be to limit the cabinet to site/role supervisors. Meetings were long and the cabinet still was not clear on its role in steering the school, learning and operations. Finally, the cabinet began this effort by searching for the perfect student information system (for analytics). Months of conference calls, meeting and emails were made in effort to find a system that best allowed our school to disaggregate student and operations data. However, the final consensus was that the school ought to first build capacity for using the current data implements

before buying a system that would require large amounts of school training. Staff has been trained to analyze, monitor, and extract meaning from Excel spreadsheets. As an alternative school, with the largest proportion of our students inside of a jail facility, our school gains little to no benefit of the prominent data systems on the marketplace. Thus, the cabinet decision to continue building staff data proficiency and data literacy before exploring a custom proprietary data analytics system.

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

The actions were effective overall. The framework is currently in place to increase school proficiency, awareness and use of data in the day-to-day operations and instruction.

The cabinet is poised to inform the implementation of state academic standards through combining student performance data paired with academic standards. Mathematics and English/Language Arts data are discussed together to support and target academic standards. This is simultaneously linked with pupil achievement and teachers are being trained regularly to analyze and use student data to drive their instruction, support and courses. Combined, the two mutually support pupil outcomes in helping students attain literacy and numeracy levels required for college and or career pathways.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

There were no material differences between planned and actual.

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.

ACTIONS: The only change not substantive; it was modification of designate subcommittees; it seemed more significant to have alternates instead of subcommittees in order to ensure regular meetings and communication.

GOAL: The goal statement will be Modified to a broader scope so as not to require the goal to be changed every year. It was rewritten in the 2018-19 Goal to maintain the original intent to foster a school wide focus on data.

Goal 2

Collaborate within content areas, teachers will develop common writing assessments, such as performance tasks and constructed response, for the currently adopted curriculum.

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

Actual

Produce, print, distribute common writing assessments organization wide

Teachers have started generating resource materials to support instruction in writing.

Sites are piloting (commercial) writing implements to assess a starting point for a school wide and interdisciplinary use.

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.

Goal 2 Actions

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

A) Prepare sample performance tasks and writing assessments; design proposed grading rubrics; Identify content areas; Select/appoint content-area groups and group leaders for this project.

B) Determine course priorities; Determine the best ongoing collaboration; method(s) for each content-area group; Assign assessment- creation tasks for

A. The roll out process was slower during the first half of the year, by the beginning of the second half we had better understanding of the process and expanded participation to 20% of all

\$285,248
LCFF Base
\$ 121,410
LCFF Base; LCFF
Supplemental

[\$228,198
LCFF Base
Reference Codes
Code 1100, Code 5863, Code
5200, Code 5210
\$ 97,128
LCFF Base; LCFF
Supplemental
Reference Codes
Code 1300, Code 2100

Planned
Actions/Services

the highest-priority course to each group member.

C) Prepare first and all future rounds of writing assessments for publication, distribution, and implementation.

D) Repeat assessment- creation process for the next-highest priority courses; Repeat the share/critique/revise/submit process; Beta testing

E) Repeat process for implementation at start of 2018-19 school year.

Full participation of all teaching staff (25% of all instructional salaries)

Recruit and retain one Asst. Site Director and two instructional aides

Actual
Actions/Services

instructional staff.

A. .2 A committee of pilot teachers from each site was identified to train and test writing material for a wider scale trial period for the subsequent year.

B. Content and course priorities are under development and exploration. This was limited to the first semester.

B.2 Content and course was selected based on high student need and interdisciplinary opportunities.

C. Writing curriculum was tested for large scale use and evaluation of student/instructional staff needs.

D. The pilot was prepared to scale and extend throughout the school year to assess academic fit and assess school/student needs.

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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Analysis 2

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. Include a discussion of relevant challenges and successes experienced with the implementation process.

Successes

Most successful aspect of this was the overall learning experience. It was initially determined that the team would create proprietary writing assignments for each of the disciplines. However, it became apparent during the first semester of the piloting and exploration that there would be more resources required in terms of time, staff and possibly a starting template for writing assessments. Further, it became apparent that the teachers would benefit from already created writing instruments and resources instead of creating their own. These are successes because we were able to switch our approach mid-year to pilot a pre-established system for writing across subjects and curriculum.

Challenges

The challenge has been finding the appropriate tools and resources for our students. Whereas traditional high schools can expect to retain most of their students through the grade levels, our students' high level of transiency has created a challenge to the pedagogical tool of scaffolding. This meant that our focus on writing would need to be condensed in terms of time and concentrated in terms of the content. However, this method then challenges our students who often begin school with reading and writing limitations. Our desire to be student centered has led us to seek an alternate approach to this goal, first starting with our current pilot and building teacher capacity as the DBQ type program is determined effective for our students.

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

We found the approach to be an extremely taxing and ambitious, requiring more resources and data on student/school needs.

The planned actions assumed an even or common skill level that would have made internal comprehensive writing programs an inefficient program compared to commercially available material and curriculum.

The plan also did not account for teacher strengths in writing instruction expertise. This was discovered during the first semester whereby we had developed few tools to pilot and refine for implementation. For this reason, it was decided to use a preexisting writing framework that could be adjusted to student needs while maintaining consistent rubrics throughout.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

During the developing stages of this Goal, the school realized it was a better approach to create a committee of teachers to pilot the program. Once it was better established, the committee began rolling it out to other instructional staff, and continue in the next school year.

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

ACTIONS: During the developing stages of this Goal, the school realized it was a better approach to create a committee of teachers to pilot the program. Once it was better established, the committee began rolling it out to other instructional staff, and continue in the next school year.

GOAL: The goal statement will be Modified to a broader scope so as not to require the goal to be changed every year. It was rewritten in the 2018-19 Goal to maintain the original intent to foster a school wide focus on writing.

Goal 3

Establish a system of ongoing peer review based on Marzano's Framework for Teaching Domain 3: Instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7

Annual Measureable Outcomes

Expected

All teaching staff will be able to understand and be aware of learning modalities and differentiation techniques

Actual

All teachers beginning the 2017 school year were trained on the full observation protocol from professional experts and supported throughout the year by local experts. (Surveys)

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.

Goal 3 Actions

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A) Ensure understanding of Marzano framework by all instructional staff</p> <p>B) Ensure understanding of Assessment Evaluation plan for 2017-18 school year Ensure that all instructional staff understands and are aware of learning modalities and differentiation techniques Set Peer Evaluation Calendar for the year</p> <p>C) Peer Evaluations ongoing throughout the school year.</p> <p>D) Informal Teacher Evaluations based on instructional framework</p> <p>E) Conversations to be held following each informal evaluation Formal Teacher Evaluations based on instructional framework.</p>	<p>A. Staff has a working understanding and increased efficacy will occur with continued implementation.</p> <p>B. Staff has all been introduced, trained, and observed by peers and/or supervisor for the modalities selected in the evidence based approach by Marzano.</p> <p>C. Peer evaluations have been conducted through paired mutual observations.</p> <p>D. Marzano observation frameworks will be complemented by informal walk-throughs.</p> <p>E. Post observation conferences have occurred with all observed teachers, peer observers and</p>	<p>\$740,462 LCFF Base</p>	<p>\$740,462 LCFF Base</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
F) Conversations to be held following each formal evaluation.	<p>supervisors. All designed to emphasize teacher growth.</p> <p>F. Post observation conferences have occurred for all formal observations.</p>		

Analysis 3

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. Include a discussion of relevant challenges and successes experienced with the implementation process.

Successes

The evidence-based Marzano observation system has been a truly helpful and enlightening tool for our school. All teacher began the school year with an initial training and had subsequent trainings at their assigned locations. This system has gained supporters on our instructional and admin team. We anticipate the implementation of this system to fortify all classroom instruction. All teachers have participated in a peer paired observation for approximately half of the instructional day. Observing teachers were relieved of their instructional periods in order to observe a peer and to follow through the observation protocol from the preservation conference to the post-observation conference.

Overall teachers were encouraged to use the system of observation that was designed to provide useful insight into sound instructional practices. Administrators were also trained for observations and it was determined that an ongoing observation schedule will be supported moving forward. An additional insight gained was that our school was able to focus Marzano’s framework to our unique circumstances and really target our instructional practices, as they would more specifically target our students’ unique needs.

The observation system is fully implemented with an ongoing schedule and we anticipate it being highly impactful to our schools’ quest for ongoing improvement.

Challenges

There were several challenges to this effort, most of which were overcome this year. The initial reluctance with the observation system was compounded by the complexity of the system. However, after adopting core components and focusing our implementation into six distinct areas, teachers were able to make better use of the observation frameworks. Part of the reluctance was from the fact that teachers expected a punitive framework, however, Marzano's approach is growth and strength oriented and this became clear to staff through repeated trainings and the actual implementation.

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

This was a highly effective set of actions to achieve the articulated goal. Each of the actions served to increase a clearer understanding of the need, role and benefits of a comprehensive observation system.

100% of teachers have conducted observations and have observed their peers.

100% of teacher conducted pre-conference meetings with their peers.

100% of teachers have conducted post conference observations to reflect and aide in gaining insight for improvement and strengths.

100% of administrators have been trained in the Marzano's growth framework

Implementation will get refined and staff proficiency will increase with continued implementation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

There were no material differences between planned and actual.

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.

ACTIONS: No changes to the Actions.

GOAL: The goal statement will be Modified to a broader scope so as not to require the goal to be changed every year. It was rewritten in the 2018-19 Goal to maintain the original intent to foster a school wide focus on data.

Goal 4

Help our students succeed in school, post-graduation, and to reduce recidivism.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,5,7

Annual Measureable Outcomes

Expected

Actual

Produce the outline of sequence to provide services

Reentry team regularly operates to help students transition into school/out of correctional facilities.

Actions / Services

Goal 4 Actions

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

A) Establish a student support team

B) List the needs to help build and support the student needs/re-entry services; Additionally, list the needs to assist with student follow up, re- entry, and data

C) Plan and implement the student follow up process and obtain data; Plan dates for alumni events, community/resource events, school marketing, and partnership engagements

A. Reentry team added hours to current team and expanded roles and supports for the department to include new position titled reentry director.

B. Tracking system implementation to note the needs and follow ups of former and absent students.

C. Several events, workshops and resource fairs have been conducted throughout the school year at different sites and when necessary, occasionally offsite and more accessible to

\$162,770
LCFF Base; LCFF
Supplemental
Budget Reference
Code 2900, Code 5869
Supplemental

\$162,770
LCFF Base; LCFF
Supplemental
Budget Reference
Code 2900, Code 5869

\$14,794 LCFF Base
Code 2200

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>D) Review how effective are the new programs</p> <p>E) Implement training & PD</p> <p>Recruit and Retain 2 Re-entry Counselors (at 50%); and one Re-entry support Clerk (at 100%)</p>	<p>students/potential/former students.</p> <p>D. Review occurs throughout the year and measure through surveys.</p> <p>E. Training and PD has occurred</p> <p>Staff has increased in the department. In addition to 2 Reentry Counselors at 50% and one Reentry support clerk, additional support was increased by current staff assisting in facilitating events.</p> <p>The Reentry Coordinator position was reclassified to Director to better supervise and target services, as well as seek new partnerships in the community to provide additional services to students.</p>		

Analysis 4

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. Include a discussion of relevant challenges and successes experienced with the implementation process.

Successes

We've made significant progress with this goal. There are more people on this team, services have expanded and the reentry team continues to make a huge impact on our student success/transition. Hours have increased as well as the size of the team I addition to the role of the leader, a newly created guiding position of reentry director. There has been an increase of community roles over this past

year and we have helped students define success in their terms, occasionally leading students to postpone school for higher priority needs like housing and income.

Challenges

Most of the challenges in this goal has been operational in terms of the varying circumstances of our students. Our students have a variety of needs ranging from housing, finance, healthcare, employment and legal support. This broad set of needs has made it challenging to meet everyone's needs. While all of the needs converge on wellness, our students have immediate concerns that pull students away from potential help.

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

The actions were highly effective in terms of working towards the goal.

Staffing and services has increased and students are reporting a high level of satisfaction and staff has a high level of awareness of these efforts. The tracking system has been designed and deployed so now student contact is tracked and logged for accountability and data collection and self-study purposes. Professional development has been implemented and occurs with staff at the site level and the organizational level.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

Increased supervision of the services via reclassification of the Coordinator position to Director.

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.

ACTIONS:

GOAL: The goal statement will be Modified to a broader scope so as not to require the goal to be changed every year. It was rewritten in the 2018-19 Goal to maintain the original intent to foster a school wide focus on data.

Stakeholder Engagement

LCAP Year: 2017-18

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?

August 14th – schoolwide PD – all staff feedback regarding our goals and actions

January 16th – schoolwide PD – teachers surveyed

February 21st – Leadership meeting

May 11th – schoolwide PD

Impact on LCAP and Annual Update

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

Feedback from staff helped us assess the effectiveness of our targeted actions and whether our efforts would get us to our goals.

18-19 Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Modified Goal

Goal 1

Facilitate student learning, student growth, and school effectiveness, through the collection and use of data to measure progress, drive instruction and promote student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4,8

Identified Need:

Needs from-Action Plan, Charter, ASAM, State dashboard, Organizational goals, vision, mission, student learning outcomes. Phase I Establish Infrastructure/Phase II Implementation of collection strategies. The goal is to have a formational cabinet in year 1, learning about what it takes to formally incorporate a school wide data focus, then planning for more concrete plans after year 1.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Action Plan	Identified need for appropriate and thorough student outcomes data collection	Establish organization wide data cabinet	Increase staff proficiency with data use Ongoing Professional Development	[Add outcome here]

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Organizational Goal	Informal collaborations between faculty and school leaders to review student achievement data	Produce quantifiable reports of data collected to reflect student progress and achievement	Create 4-5 comprehensive student performance reports per year Full year implementation and development of data analysis document Implement schoolwide/staff-wide data literacy training	[Add outcome here]

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):

ALL

ALL

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, 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

New

Modified

[Add 2019-20 selection here]

2017-18 Actions/Services

- A) Establish a core committee in Key school positions Committee
- B) Establish representatives [Minimum of one representative at each site]
- C) Articulate a data mission (using school accountability guidance and core school documents)
- D) Create and Conduct surveys on potential measurement metrics
- E) Articulated goals for upcoming (5) years in alignment with our mission
- F) Appoint/Establish/ subcommittees
- G) Implement training calendar w/ training session/ PD for committee members and site staff
- H) Design calendar with Meetings Collection & Analysis periods

2018-19 Actions/Services

- A) Continue data cabinet meetings
(9 Administrators + 2 support staff – all at 7%)
- B) Service program needs at each site – testing coordinators and site coordinators will perform data collection and data entry.
(2 testing coordinators at 50%, and 2 site coordinators at 35%)
- C) Conduct site-based data meetings.
(All instructional staff, testing coordinators, and site coordinators +2 admin 20 hours per year + 2 managers)(1%)
- D) Continue to conduct stakeholder surveys.
(half of: Survey Monkey \$288 annual subscription + 3 administrators at an average of 90 hours per year)(30 surveys at 3 hours average)(2.5%)
- E) Review and refine goals for upcoming years for alignment with our mission.
(4 Leadership meetings (one quarterly) 9 administrators at 2 hours per meeting)(0.50%)
- G) Implement training calendar w/ training session/ PD for committee members and site staff (Time needed to design a professional development schedule)(4 administrators to design calendar at 8 hours per year)(.5%)
- H) Design and implement calendar with meetings and data collection & analysis periods
(Time needed to design an operations/accountability calendar: 4 administrators to design calendar at 8 hours per year + maintenance of calendar: 4 administrators at 8 hours per

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	year)(.8%) I) Professional Development for Data Driven instruction (4 administrators and all instructional staff 16 hours per year)(.8%)	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$285,247; \$121,410	\$185,087	[Add amount here]
Source	LCFF Base ; LCFF Base, LCFF Supplemental	LCFF Base Federal Revenue Supplemental	[Add source here]
Budget Reference	Code 1100, Code 5863, Code 5200, Code 5210; Code 1300; Code 2100;	Code 1100 \$24,265 Code 1300 \$54,965 Code 2100 \$726 Code 2200 \$27,849 Code 2400 \$64,001 Code 2900 \$13,133	[Add budget reference here]

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

Modified

Goal 2

Fully support writing instruction across the curriculum and disciplines by way of assessments and performance tasks.

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4,7

Local Priorities:

Identified Need:

Needs from-Action Plan to develop common writing assessments based on academic standards, across all disciplines

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Action Plan	Identified need to develop common writing	Produce, print, distribute common writing assessments	Implement writing assessments across courses	[Add outcome here]

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 2

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, 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
New	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services

A. A smaller than planned pair of teachers began this project before it was assessed that the school would need to approach writing comprehensively and from commercially available resources.
A.2 Alternatively, teachers from each site was identified to train and test writing material for a wider scale trial period for the subsequent year.

B. Content and course priorities are under development and exploration. This was limited to the first semester.
B.2 Content and course was selected based on high student need and interdisciplinary opportunities.

C. Writing curriculum was tested for large

2018-19 Actions/Services

- A) Implement larger scale writing focus to build upon current year's progress. (All administrators at 10%, and all instructional staff at 20%)
- B) Develop current writing tools and test commercially available writing assessments and rubrics that can be used or modified throughout the courses. (Cost embedded in A)
- C) Sites will conduct trial runs integrating a focus on writing and conduct meetings throughout the year to share best practices and lessons learned. (30% of instructional staff – at 40 hours per year= 30% at 3%)
- D) A minimum of two times over the year all piloting teachers will meet to share progress, concerns and

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

2017-18 Actions/Services

scale use and evaluation of student/instructional staff needs.

D. The pilot was prepared to scale and extend throughout the school year to assess academic fit and assess school/student needs.

2018-19 Actions/Services

achievements. (Cost embedded in C)

E) Purchase a wide array of support material for writing to include needed professional development support. (Budget \$7,000 per year including DBQ binders, various subscriptions to online literacy support materials, printing and material distribution)

F) Conduct internal analysis to assess the development of preexisting writing elements of the adopted curriculum. (Cost embedded in C)

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$285,248 / \$121,410	\$270,903	[Add amount here]
Source	LCFF Base/ LCFF Base; LCFF Supplemental	LCFF Base LCFF Supplemental Federal Revenue	[Add source here]
Budget Reference	Code 1100, Code 5863, Code 5200, Code 5210/ Code 1300, Code 2100	1100 \$207,360 1300 \$41,378 2100 \$15,164	[Add budget reference here]

Year	2017-18	2018-19	2019-20
		4330 \$7,000	

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

Modified

Goal 3

Promote ongoing professional growth of instructional staff through evidence based and systematic collaboration between peers and supervisors.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7

Local Priorities:

Identified Need:

Needs from-Action Plan, Charter, ASAM, Organizational goals, student learning outcomes.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Action Plan	Identified need to have standard teaching strategies	All teaching staff will be able to understand and be aware of learning modalities and	Teaching staff will continue developing expertise in learning modalities and	[Add outcome here]

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

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 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):

All Students	All Schools
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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	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

New	Modified	[Add 2019-20 selection here]
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

A) Ensure understanding of Marzano	A) Provide 3 additional workshops on	[Describe the 2019-20 action/service here]
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2017-18 Actions/Services

framework by all instructional staff

B) Ensure understanding of Assessment Evaluation plan for 2017-18 school year

Ensure that all instructional staff understands and are aware of learning modalities and differentiation techniques
Set Peer Evaluation Calendar for the year

C) Peer Evaluations ongoing throughout the school year.

D) Informal Teacher Evaluations based on instructional framework

E) Conversations to be held following each informal evaluation Formal Teacher Evaluations based on instructional framework.

F) Conversations to be held following each formal evaluation.

2018-19 Actions/Services

Marzano Teacher growth framework (\$4,000 for outside trainers; all instructional staff 5 hours)(In-house Marzano trainings all instructional staff 3 hours + 2 instructors leading 6 hour prep + 3 hour presentation)

B) Provide 4 professional development trainings on differentiated instruction to meet the needs of all learners. (2 administrators + 2 teachers @8 hours prep + 4 hours presentation) (all instructional staff 8 hours each)

C) Assess school protocol for Teacher/classroom observations (4 administrators @4hrs per year + all instructional staff 2 hours per year)

D) Create feedback opportunities to measure the value of the growth framework in terms (Cost embedded in C)

E) Provide opportunities for teacher peer observations (all instructional staff 2.5 hours per year)(substitute pay during peer observations)

F) Provide opportunities for teacher debrief on observations to share with administration (all instructional staff 1 hour per year + admin time 22 hr)

2019-20 Actions/Services

[Empty box for 2019-20 Actions/Services]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$740,462	\$35,439	[Add amount here]
Source	LCFF Base;	LCFF Base	[Add source here]
Budget	Code 1100, Code 1300, Code 5200,	1100 \$5,445	[Add budget reference here]

Year	2017-18	2018-19	2019-20
Reference	5210,5263	1103 \$1,400 1300 \$4,380 2100 \$1,451 5863 \$22,763	

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

Modified

Goal 4

Facilitate a Whole Student Success Model by supporting student educational and social needs while in school, post grad, and post incarceration.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,5,7
Local Priorities: [List Local Priorities here]

Identified Need:

The goals on the School Charter and the high transiency rate of our students indicate a great need for a wider range of student support.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Charter	Declared intent to reduce recidivism	Produce the outline of sequence to provide services	Provide Differentiated Reentry/Support Services to All Sites	[Add outcome here]

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 4

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

Students to be Served:

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

All Students

Location(s):

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

All Locations

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, 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

New

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

Modified

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

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

- A. Reentry team added hours to current team and expanded roles and supports for the department to include new position titled reentry director.
- B. Tracking system implementation to note the needs and follow ups of former and absent students.
- C. Several events, workshops and resource fairs have been conducted throughout the school year at different sites and when necessary, occasionally offsite and more accessible to students/potential/former students.
- D. Review occurs throughout the year and measure through surveys.
- E. Training and PD has occurred

Staff has increased in the department. Instead of 100% support clerk, 50% clerk has been augmented with additional part-time support from current staff for after-hours facilitation of events/support.

2018-19 Actions/Services

- A) Provide staff development based on the issues surrounding the needs of our student population: Trauma, suicide preventions, substance abuse, access to community resources(5 hours per year/5 meetings)(All staff 5 hours per year)
- B) Increase the number of full time employees for the reentry team by 1-2 people. This would include an additional full time counselor /coordinator and full time reentry support staff.(1 \$88,000 + \$44,000)(\$40,000 for full time support staff)
- C) Create and promote year-long calendar with special events and resource fair (4 admins 4 hours to create calendar; quarterly reminders and presentations;2 Admins 4 hours to distribute and promote calendar)
- D) Enhance Career and Technical Education Pathway (Increase % participation in 2 course completions)
(Promote courses with students and actively recruit to courses 3 Admins 15 hours per year)
- E) Continue to pursue partnerships that allow us to share our expertise in second-chance/re-entry education through professional development.
(2 Admins attending local community meetings/events 8 hours per year each)

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$162,770	\$97,231	[Add amount here]
Source	LCFF Base, LCFF Supplemental	LCFF Base LCFF Supplemental Federal Revenue	[Add source here]
Budget Reference	Code 2900, Code 5869	1100 \$5,655 1300 \$5,822 2100 \$355 2200 \$66,678 2300 \$150 2400 \$618 2900 \$340	[Add budget reference here]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-2019

Estimated Supplemental and Concentration Grant Funds

\$ 236,318

Percentage to Increase or Improve Services

8 %

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).

Goal #1: Will enhance teacher ability to identify and target student growth areas with precision and the training will enable teachers to adapt pedagogy and resources to meet student needs, Admins can more precisely identify school wide growth areas to serve all learners.

Goal#2: Instructional staff and admin will have increased training, resources and infrastructure to ensure our student are provided writing instruction preparation in line with college and career readiness standards.

Goal#3: Students will gain supports by providing teachers with training and opportunities for growth thorough an evidence based feedback loop. This will help ensure teachers are supported and trained to meet the needs of diverse learners.

Goal#4: Students will have targeted supports to ensure their success in the various phases of the educational program. We will closely monitor and adjust events and training to better meet ongoing student needs.