

# LCFF/LCAP

Local Control Funding Formula ▪ Local Control Accountability Plan



**LOCAL CONTROL ACCOUNTABILITY PLAN – 2016-2017  
ANNUAL UPDATE FOR 15-16 SCHOOL YEAR  
HART-RANSOM ACADEMIC CHARTER SCHOOL**

### § 15497.5. Local Control and Accountability Plan and Annual Update.

**Introduction:** In a location surrounded by almond orchards and cornfields, Hart-Ransom Academic Charter School (HRACS) is nestled in the western portion of Modesto, California. The school opened its doors in 1995 with an enrollment of 65 students. Today, the school serves nearly 350 students in Stanislaus and the adjacent counties through TK-12 home-based personalized learning. HRACS' student population comes from a wide range of backgrounds and neighborhoods. Families that participate in the school program are embraced with a strong focus on academics combined with a warm, supportive, and communicative atmosphere created by the staff. Students are supported by a team which includes their parents, who are their primary teachers, and their advisory teacher; a credentialed teacher who monitors their progress and assists the parents with instructional planning. In addition, school support includes the principal, office staff, a resource specialist, High School College and Career counselor and district-wide services such as the speech therapist, psychologist, and nurse. HRACS uniqueness lies in the focus on home-based instruction. HRACS' goal is to assist parents who have chosen to educate their children at home by providing them with the support, guidance, training opportunities and materials needed to help their children achieve academic success. The vision is to help students to become life-long learners who are "bound for success". Excellence is pursued by having highly-qualified teachers work alongside the parents, and by tailoring the program to each student's individual needs. This LCAP identifies schoolwide actions targeted for all students as the educational program is designed for personalized student learning as well as to meet the eight state priorities encompassed within LCAP.

LEA: Hart-Ransom Academic Charter School

Contact: David Cline, Principal, dcline@hartransom.org, 209-523-0401

LCAP Year: 2016-2017

### ***Local Control and Accountability Plan and Annual Update***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year. Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

### **B. Pupil Outcomes:**

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

### **C. Engagement:**

**Parental involvement:** *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

**Pupil engagement:** *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

**School climate:** *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 the information was 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>Throughout the 2015-16 school year, LCAP goals and progress were reviewed at staff meetings, parent meetings, with Key Result Area teams and within the WASC accreditation self-study visit "Focus on Learning" process. A copy of the LCAP is made available on both the district and school website. HRACS strives to incorporate input from all stakeholder groups, including students, parents, administration, school personnel and community members. CSEA is the only local bargaining unit in association with HRACS. HRACS teachers are not part of union. All HRACS staff members (union and non-union) have input on LCAP, school vision and goals to improve services for students.</p> <p>Staff development day – August 14, 2015 - Update on the student learning outcomes and methods for achieving results discussed and reviewed at this meeting. Review of WASC self-study process, LCAP goals. Input sought from all staff.</p> <p>Parent/Stakeholder Meeting #1: February 3, 2016 – 9:00 a.m. At this meeting a 3-year review of LCAP was presented including increased or improved services since 2013. The 2015-2016 LCAP goals were reviewed and a discussion of where the school spends its money was held. Additionally, the meeting included a review of the school's WASC goals and objectives and the schoolwide learner outcomes (SLOs). Input was sought from participants. One of two meetings held this day.</p> <p>Parent/Stakeholder Meeting #2: February 3, 2016 – 1:00 p.m. At this meeting a 3-year review of LCAP was presented including increased or improved services since 2013. The 2015-2016 LCAP goals were reviewed and a discussion of where the school spends its money was held. Additionally, the meeting included a review of the school's WASC goals and objectives and the schoolwide learner outcomes (SLOs). Input was sought from participants. Second of two meetings held this day.</p> <p>Parent Connection (Parent Club) meetings on September 2, 2015, February 3, 2016, and May 4, 2016 included a review of HRACS' LCAP including goals and spending plans.</p>	<p><i>All input from stakeholders was reviewed taking into consideration local needs in context with the eight state priorities. Staff meetings utilized time to address "the what" (goals) and "the how" (actions or services) to meet the specific needs of students at HRACS the three board categories of LCAP; Conditions of Learning, Pupil Outcomes, and Engagement. Other staff meetings throughout the year focused on the "nuts and bolts" of meeting the objectives set forth in the LCAP as well as any revisions needed to better meet the needs of students. Staff development day sets the framework for school year with a review of all goals and objectives.</i></p> <p><i>The LCAP Stakeholder Meeting highlighted that HRACS is program rich and overall meets the needs of families engaged in independent study educational options through the school; TK-8 homeschooling options and 9-12 distance learning. Input from parents included a continued offering of workshops to increase the instructional efficiencies of parents who are homeschooling.</i></p> <p><i>Parent Connection meetings focused on parental engagement strategies and how the parent club can support LCAP goals through student enrichment. There is a need for increased parent involvement and the parent connection members will be working on recruitment ideas.</i></p>

<p>CSEA LCAP Consultation Meeting: 5/3/2016 – Meeting included CSEA Local Chapter #699 President and Job Steward, HRACS Principal, and the District Superintendent. A 3-year progress update was presented, WASC accreditation and goals were reviewed, and strategic needs for students were discussed.</p>	<p><i>The CSEA consultation meeting provided an opportunity to review LCAP and school goals and progress with union and district leadership. Input was sought to improve services for students. No specific goals were brought forth by the union.</i></p>
<p><b>Annual Update:</b></p> <p>Throughout the year, stakeholder groups were informed on implementation of the 2015-2016 LCAP. Expenditures and metrics were shared at various intervals and opportunity for input was sought through multiple methods including face-to-face meetings, surveys, phone calls and workshops.</p> <p>The 2016-2017 LCAP, including the annual update information for the 2015-2016 school year and the projections for the coming years, was presented and approved at the June 2015 Board of Trustees meeting.</p>	<p><b>Annual Update:</b></p> <p><i>While the LCAP addresses needs for the next three years, staff and other stakeholders understand that many aspects of each goal are impactful for the current school year and other aspects extend beyond the next three years. All actions in the 2015-2016 LCAP were either achieved or in-process and ongoing.</i></p>

**Section 2: Goals, Actions, Expenditures, and Progress Indicators****Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.



**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 Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”? GOAL A
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”? GOAL B
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)? GOAL C
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

*When the budgeted expenditures for an action or service state “No Cost” it indicates that no additional direct costs above already budgeted costs are necessary to complete the action or service. “TDB” indicates that the budgeted expenditure still needs to be determined based on need and prior year spending.*

<b>GOAL:</b>	A. Ensure that all students receive high-quality; equitable <i>Conditions of Learning</i> through supervision by highly qualified advisory teachers who provide access to California State Standards, aligned curriculum and a broad course of study in areas that extend beyond the core curricular areas.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local: Specify _____
<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>• Professional development for certificated, classified and administrative staff</li> <li>• Maintain and expand a viable elective course offering and enrichment programs to support student learning beyond core curricular areas</li> <li>• Ensure that curriculum supports the homeschool learning environment</li> <li>• Hire and maintain qualified and trained personnel</li> <li>• Maintain summer school and credit recovery options for academically struggling grade 9-12 students</li> <li>• Maintain facility conditions and monitor needs</li> <li>• Revised certificated evaluation tool and process for evaluation of advisory teachers</li> </ul>	
<b>Goal Applies to:</b>	Schools: Hart-Ransom Academic Charter School Applicable Pupil Subgroups: All	

<b>Goal A -- LCAP Year 1: 2016-2017 School Year</b>	
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• Document professional development for staff (certificated, classified and administrative)</li> <li>• Expand vendor options for student enrichment programs and community courses</li> <li>• Implement newly adopted English language arts curriculum including training for staff and parent-teachers                             <ul style="list-style-type: none"> <li>○ Curriculum was adopted ahead of schedule and purchased at the end of the 15-16 school year.</li> </ul> </li> <li>• Maintain an up-to-date Curriculum Catalog and post online</li> <li>• 100% of the advisory teachers meet HQT and NCLB requirements</li> <li>• Connections Learning content and instruction documentation</li> <li>• Positive Williams Act accountability reports – zero deficiencies</li> <li>• Positive School Facility Conditions Evaluation</li> <li>• Add 1.0 FTE advisory teacher assigned to high school program</li> <li>• Add two additional relocatable classrooms to the campus (to be funded through resource 97 not LCFF)</li> <li>• New certificated evaluation tool and process for evaluating advisory teachers</li> </ul>

<b>Goal A -- LCAP Year 1: 2016-2017 School Year</b>			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Professional development: Provide training for certificated, classified and administrative staff members. Training may include instructional strategies based on core content standards, technology, student motivation, health and safety, collaboration, and training for parent-teachers in the homeschool setting. Planned expenditures are in addition to designated Educator Effectiveness Funds.	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$11,000.00 In addition to Educator Effectiveness (0091-5201) \$5,675.00 (6264-5200)
Broad course offering and student enrichment: Maintain a wide offering of student enrichment courses to support learning in the homeschool setting. Maintain funding for onsite and vendor activities.	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$50,000.00 (0091-5870)
Standards-aligned curriculum: Research and begin process for adoption recommendation on curriculum aligned with Next Generation Science standards.	TK-8	<input checked="" type="checkbox"/> ALL (Grades TK-8) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No direct costs
Standards-aligned curriculum: Implement newly adopted English language arts curriculum for grades 1-8. Curriculum was adopted the end of the 15-16 school year for use beginning with the 16-17 school year. Purchased with 15-16 funds.	1-8	<input checked="" type="checkbox"/> ALL (Grades 1-8) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$66,424.00 (0091-4310) Paid with 15-16 funds

<b>Goal A -- LCAP Year 1: 2016-2017 School Year</b>			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Qualified and trained personnel: Add 1.0 FTE Advisory Teacher position assigned to the high school program to address increase in enrollment and fully support student learning.	9-12	<input checked="" type="checkbox"/> ALL (Grades 9-12) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$83,726.00 (0091-1101)
High School Course Access: Maintain summer school program for academically struggling students in grades 9-12 providing credit recovery option and to ensure students are on track for graduation.	9-12	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Grade 9-12 students</u>	\$7,500.00 (0091-5800)
School facilities: Add two additional relocatable classrooms to the campus (to be funded through resource 97 not LCFF)	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Estimated \$378,000.00 (0097-6204)  Funded through Resource 97 not LCFF.
Create new certificated evaluation tool and process for evaluating advisory teachers to ensure equitable Conditions of Learning through supervision by highly qualified advisory teachers	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No direct cost

<p>Add UC Scout online courses for accelerated middle school students or high school students requiring a different course option from other online course offerings.</p>	<p>7-12</p>	<p><input checked="" type="checkbox"/> Grades 7-12                  -----                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,500.00                  (0091-5800)</p>
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<b>Goal A -- LCAP Year 2: 2017-2018 School Year</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• Document professional development for staff (certificated, classified and administrative)</li> <li>• Expand vendor options for student enrichment programs and community courses</li> <li>• Adopt Science curriculum aligned to state standards and which meets needs of homeschool learning environment</li> <li>• Explore Social Studies curriculum aligned to state standards and which meets needs of homeschool learning environment</li> <li>• Updated Curriculum Catalog</li> <li>• 100% of the advisory teachers meet HQT and NCLB requirements</li> <li>• Connections Learning content and instruction documentation</li> <li>• Positive Williams Act accountability reports – zero deficiencies</li> <li>• Positive School Facility Conditions Evaluation</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Professional development: Provide training for certificated, classified and administrative staff members. Training may include instructional strategies based on core content standards, technology, student motivation, health and safety, collaboration, and training for parent-teachers in the homeschool setting.	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000.00
Broad course offering and student enrichment: Maintain a wide offering of student enrichment courses to support learning in the homeschool setting. Maintain funding for onsite and vendor activities.	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$50,000.00

<b>Goal A -- LCAP Year 2: 2017-2018 School Year</b>			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Standards-aligned curriculum: Purchase of standards-aligned Science curriculum that can be supported in the homeschool learning environment. Explore Social Studies curriculum that can be supported in the homeschool learning environment. Review and monitor all curriculum needs to ensure all students have standards-aligned curriculum to support personalized learning options including the needs of English learners.	TK-8	<input checked="" type="checkbox"/> ALL (Grades TK-8) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$50,000.00
Qualified and trained personnel: Hire highly qualified, fully credentialed teachers and instructional staff. All advisory teachers appropriately assigned for pupils they supervise. Utilization of Connections Learning for HQT, fully credentialed online teachers for grades 9-12	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Monitor enrollment during prior year and evaluate hiring needs.
High School Course Access: Continue summer school program for academically struggling students in grades 9-12 providing credit recovery option and to ensure students are on track for graduation.	9-12	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Grade 9-12 students</u>	\$5,000.00
School facilities: Maintain or improve facility ratings through regular and preventative maintenance.	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Monitor prior year and evaluate need.

<b>Goal A -- LCAP Year 3: 2018-2019 School Year</b>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• Document professional development for staff (certificated, classified and administrative)</li> <li>• Expand vendor options for student enrichment programs and community courses</li> <li>• Adopt Social Studies curriculum aligned to state standards and which meets needs of homeschool learning environment</li> <li>• Updated Curriculum Catalog</li> <li>• 100% of the advisory teachers meet HQT and NCLB requirements</li> <li>• Connections Learning content and instruction documentation</li> <li>• Positive Williams Act accountability reports – zero deficiencies</li> <li>• Positive School Facility Conditions Evaluation</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional development: Provide training for certificated, classified and administrative staff members. Training may include instructional strategies based on core content standards, technology, student motivation, health and safety, collaboration, and training for parent-teachers in the homeschool setting.</p>	School-wide	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$10,000.00
<p>Broad course offering and student enrichment: Maintain a wide offering of student enrichment courses to support learning in the homeschool setting. Maintain funding for onsite and vendor activities.</p>	School-wide	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$50,000.00



<b>Goal A -- LCAP Year 3: 2018-2019 School Year</b>			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Standards-aligned curriculum: Purchase of standards-aligned Social Studies curriculum that can be supported in the homeschool learning environment. Review and monitor all curriculum needs to ensure all students have standards-aligned curriculum to support personalized learning options including the needs of English learners.	TK-8	<input checked="" type="checkbox"/> ALL (Grades TK-8) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$50,000.00
Qualified and trained personnel: Hire highly qualified, fully credentialed teachers and instructional staff. All advisory teachers appropriately assigned for pupils they supervise. Utilization of Connections Learning for HQT, fully credentialed online teachers for grades 9-12	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Monitor enrollment during prior year and evaluate hiring needs.
High School Course Access: Continue summer school program for academically struggling students in grades 9-12 providing credit recovery option and to ensure students are on track for graduation.	9-12	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Grade 9-12 students</u>	\$7,500.00
School facilities: Maintain or improve facility ratings through regular and preventative maintenance.	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Monitor prior year and evaluate need.

<b>GOAL:</b>	B. Increase the percentage of students who demonstrate academic proficiency in core curricular areas, demonstrate age-appropriate competency in technological understanding and usage, and who are on-track to graduate college and career ready meeting expected <i>Pupil Outcomes</i> .		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local: Specify _____
<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>• Increase percentage of students that meet or exceed standards as measured by CAASPP state assessments (all)</li> <li>• Increase the number of students that complete UC/CSU entrance requirements or CTE programs of student (9-12)</li> <li>• Increase the percentage of English learner students that meet English proficiency as measured by CELDT</li> <li>• Maintain AP course offering and access to AP examinations to aid student scores of 3 or higher when attempting AP exams (9-12)</li> <li>• Maintain onsite science lab offerings to support and enrich homeschool academic instruction</li> <li>• Improve student proficiency in core academic areas</li> <li>• Diagnostic assessments/benchmarks and academic intervention tools</li> <li>• Standards based report cards and standards training for parent-teachers in homeschool program</li> </ul> <p><i>Note: Academic Performance Index remains at 802 as the State of California has frozen API at the 2013 levels. CAASSP baselines and evaluation of growth will occur after the 2015-2016 CAASPP results are received and reviewed.</i></p>		
<b>Goal Applies to:</b>	<b>Schools:</b>	Hart-Ransom Academic Charter School	
	<b>Applicable Pupil Subgroups:</b>	All	

<b>Goal B -- LCAP Year 1: 2016-2017 School Year</b>	
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• CAASPP results; establish baselines from 2014-2015 student scores; 5% growth goal for 2015-2016 scores</li> <li>• Pre- and Post- student assessments and evaluations; 3<sup>rd</sup> grade math academy</li> <li>• Pre- and Post- student assessments and evaluations; 5<sup>th</sup> grade science</li> <li>• Evaluation of student final grades in Earth Science; increase passing rates by 10%</li> <li>• Students meeting UC/CSU entrance requirements increase by 5%</li> <li>• Documentation: testing schedules, test prep schedules</li> <li>• Implement i-Ready adaptive diagnostics and academic intervention tools</li> <li>• Implement standards-based report cards for grades TK, K, 1, and 2</li> <li>• Develop standards-based report cards for grades 3, 4, and 5</li> <li>• Documentation: parent-teacher workshop and instructional training</li> </ul>

<b>Goal B -- LCAP Year 1: 2016-2017 School Year</b>			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Maintain pre- and post- assessments for onsite student enrichments and academic support activities such as math academies, science labs, and other student academic activities that support homeschool students.	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No direct costs
Expand 4 <sup>th</sup> and 5 <sup>th</sup> grade report writing activity to support academic social studies standards for respective grade levels.	Grades 4/5	<input checked="" type="checkbox"/> ALL (Grades 4/5) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No direct costs
Implement i-Ready diagnostics assessments and academic intervention tools.	TK-8	<input checked="" type="checkbox"/> ALL (Grades TK-8) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,000.00 (0091-5800)
Implement standards-based report cards for grades TK, K, 1 and 2 with training for homeschool parents to utilize standards-based report cards	TK-2	<input checked="" type="checkbox"/> ALL (Grades TK-2) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No direct costs
Develop standards-based report cards for grades 3, 4, and 5 for implementation at the beginning of the 2017-2018 school year.	Grades 3-5	<input checked="" type="checkbox"/> ALL (Grades 3-5) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No direct costs

<b>Goal B -- LCAP Year 1: 2016-2017 School Year</b>			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Parent workshops with training on curriculum, technology, and instructional practices for homeschool parents.	School-wide	<u>  X  </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	No direct costs
Increase library books and ancillary library supplies to support reading materials needed to align with new state standards, support all student reading levels and expand selection of materials for high school.	School-wide	<u>  X  </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$5,000.00 (6300-4310)
Improve the Student Success Team (SST) process, train staff and investigate the use of a “student rounds” program where a team engages with each advisory teacher to review all student progress.	School-wide	<u>  X  </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	No direct costs
Implement a Bal-A-Vis-X training for advisory teachers and parents. Researched based balance/auditory/vision exercises for brain and body integration.	School-wide	<u>  X  </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$2,500.00 (6264-5200) Educator Effectiveness Funds

<b>Goal B -- LCAP Year 2: 2017-2018 School Year</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• CAASPP results; 5% improvement in student scores from 2015-2016 results</li> <li>• Pre- and Post- student assessments and evaluations; On-site math classes</li> <li>• Pre- and Post- student assessments and evaluations; On-site science classes</li> <li>• Evaluation of student final grades in HS onsite science classes; increase passing rates by 5%</li> <li>• Students meeting UC/CSU entrance requirements increase by 5%</li> <li>• Documentation: testing schedules, test prep schedules</li> <li>• Documentation from i-Ready assessment system; documentation from staff training</li> <li>• Benchmark and formative assessment results</li> <li>• Standards-based report cards</li> <li>• Documentation: parent-teacher workshop and instructional training</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate on-site activities for homeschool students and augment as needed	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Monitor prior year and evaluate need.
Continue i-Ready and parent training	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,000.00

<b>Goal B -- LCAP Year 2: 2017-2018 School Year</b>			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Implement standards-based report cards and train homeschool parents	TK-8	<input checked="" type="checkbox"/> ALL (Grades TK-8) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No direct costs
Continue Parent workshops with training on curriculum, technology, and instructional practices for homeschool parents.	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Monitor prior year and evaluate need.
Increase library books and ancillary library supplies to support student needs.	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000.00

<b>Goal B -- LCAP Year 3: 2018-2019 School Year</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• CAASPP results; 5% improvement in student scores from 2016-2017 results</li> <li>• Pre- and Post- student assessments and evaluations; On-site math classes</li> <li>• Pre- and Post- student assessments and evaluations; On-site science classes</li> <li>• Evaluation of student final grades in HS onsite science classes; increase passing rates by 5%</li> <li>• Students meeting UC/CSU entrance requirements increase by 5%</li> <li>• Documentation: testing schedules, test prep schedules</li> <li>• Documentation from i-Ready assessment system; documentation from staff training</li> <li>• Benchmark and formative assessment results</li> <li>• Standards-based report cards</li> <li>• Documentation: parent-teacher workshop and instructional training</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate on-site activities for homeschool students and augment as needed	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Monitor prior year and evaluate need.
Continue i-Ready and parent training	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,000.00
Implement standards-based report cards and train homeschool parents	TK-8	<input checked="" type="checkbox"/> ALL (Grades TK-8) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No direct costs

<b>Goal B -- LCAP Year 3: 2018-2019 School Year</b>			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Continue Parent workshops with training on curriculum, technology, and instructional practices for homeschool parents.	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Monitor prior year and evaluate need.
Increase library books and ancillary library supplies to support student needs.	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000.00



GOAL:	C. Ensure student and family connectedness to school and maintain a safe, positive, and healthy school environment where parents, family and community stakeholders become fully engaged partners in the education of students at Hart-Ransom Academic Charter School.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> <li>• Maintain attendance rates between 98-100% with zero percent chronic absenteeism</li> <li>• Maintain zero percent middle school and high school dropout rates</li> <li>• Maintain 100% graduation rates</li> <li>• Maintain zero percent pupil suspension and expulsion rates</li> <li>• Continue to survey parents, students and staff to measure connectedness, school climate and environment and pupil outcomes</li> <li>• Increase parental involvement and parental engagement that extends beyond pupil homeschooling responsibilities</li> </ul>	
Goal Applies to:	Schools:   Hart-Ransom Academic Charter School Applicable Pupil Subgroups:   All	

<b>Goal C -- LCAP Year 1: 2016-2017 School Year</b>	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Independent study attendance rates maintained above 98% with zero chronic absenteeism</li> <li>• Zero middle and high school dropout rates</li> <li>• 100% 8<sup>th</sup> and 12<sup>th</sup> grade graduation rates</li> <li>• Zero suspension and expulsion rates</li> <li>• Survey results: parent, student, staff</li> <li>• Parent Connections (parent club) meeting minutes, fundraising results, family work day results, rosters</li> <li>• Increased participation in Parent Connections; sign-in sheets</li> <li>• Increase fundraising opportunities to support student reward activities</li> <li>• Documentation: student assemblies</li> <li>• Continue to use communication and social media tools (ie: Facebook, Twitter, Remind, Google apps)</li> <li>• Add electronic communication tool to distribute flyers and notices (ie: Peachjar.com)</li> <li>• Maintain school website; access to SARC, LCAP, Academic Resources</li> <li>• Continue to produce and distribute school newsletter in both print and electronic formats</li> </ul>

<b>Goal C -- LCAP Year 1: 2016-2017 School Year</b>			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Parent and student surveys	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No direct costs
Student assemblies: possible focus areas of STEM, positive character education, and community involvement.	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$5,000.00 (0091-5800)
Maintain school website and expand online resources for parents and students	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No direct costs

<b>Goal C -- LCAP Year 2: 2017-2018 School Year</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Independent study attendance rates maintained above 98% with zero chronic absenteeism</li> <li>• Zero middle and high school dropout rates</li> <li>• 100% 8<sup>th</sup> and 12<sup>th</sup> grade graduation rates</li> <li>• Zero suspension and expulsion rates</li> <li>• Survey results: parent, student, staff</li> <li>• Parent Connections (parent club) meeting minutes, fundraising results, family work day results, rosters</li> <li>• Increased participation in Parent Connections; sign-in sheets</li> <li>• Documentation: student assemblies</li> <li>• Maintain school website; access to SARC, LCAP, Academic Resources</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent and student surveys	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No direct costs
Student assemblies: evaluate Year 1 and determine focus for Year 2	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,500.00
Maintain school website and expand online resources for parents and students	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No direct costs

<b>Goal C -- LCAP Year 3: 2018-2019 School Year</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Independent study attendance rates maintained above 98% with zero chronic absenteeism</li> <li>• Zero middle and high school dropout rates</li> <li>• 100% 8<sup>th</sup> and 12<sup>th</sup> grade graduation rates</li> <li>• Zero suspension and expulsion rates</li> <li>• Survey results: parent, student, staff</li> <li>• Parent Connections (parent club) meeting minutes, fundraising results, family work day results, rosters</li> <li>• Increased participation in Parent Connections; sign-in sheets</li> <li>• Documentation: student assemblies</li> <li>• Maintain school website; access to SARC, LCAP, Academic Resources</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent and student surveys	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No direct costs
Student assemblies: evaluate Year 2 and determine focus for Year 3	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,500.00
Maintain school website and expand online resources for parents and students	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No direct costs



## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 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 Education Code 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 schoolsites 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?

Original GOAL from prior year LCAP:	Goal A – Ensure that all students receive high-quality; equitable <i>Conditions of Learning</i> through supervision by highly qualified advisory teachers who provide access to California State Standards, aligned curriculum and a broad course of study in areas that extend beyond the core curricular areas.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__ Local : WASC Self-Study	
Goal Applies to:	Schools:	Hart-Ransom Academic Charter School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Professional development for advisory teachers including math, ELA, Science, Aeries student information database, technology, student health and safety.</li> <li>Expansion of the vendor options for student enrichment programs and community activities.</li> <li>Purchase MyMath and California Math; deploy and train parent-teachers and advisory teachers                             <ul style="list-style-type: none"> <li>Parent-teacher training is part of Goal B and budgeted in Goal B.</li> </ul> </li> <li>Explore ELA curriculum aligned to state standards and which meets needs of homeschool learning environment</li> <li>Recommend ELA curriculum for 2016-2017 adoption</li> <li>Updated Curriculum Catalog</li> <li>100% of the advisory teachers meet HQT and NCLB requirements</li> <li>Connections Learning content and instruction documentation</li> <li>Explore GradPoint content for high school credit recovery and other learning options</li> <li>Positive Williams Act accountability reports – zero deficiencies</li> <li>Positive School Facility Conditions Evaluation</li> </ul>		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>All advisory teachers participated in one or more professional development and/or training: Goal met with all teachers attending one or more trainings</li> <li>Added vendor options for community activities. Added additional month of funded enrichment programs for all students.</li> <li>Curriculum and instruction workshops conducted with teachers and parent-teachers in English-Language Arts, Mathematics, Science, Writing, and other content areas. Specific publisher-led training on the MyMath and California Math curriculum for teachers and parents.</li> <li>1:1 Chromebook program in grades 4-8</li> <li>Completed the ELA review and adoption process. New ELA curriculum for grades K-8 adopted, purchased and ready for use in the 16-17 school year.</li> <li>Updated Curriculum Catalog – posted online for public</li> <li>100% teachers are HQT and meet NCLB requirements</li> <li>September 4, 2015 NextGen Science district-wide training for all certificated staff.</li> <li>Board approved standards-based report cards for TK, K, 1 and 2. Implementing in 16-17 school year.</li> <li>90 UC/CSU approved a-g courses</li> <li>Investigated GradPoint, but will not implement at this time</li> <li>Investigated and will pilot UC Scout courses</li> <li>Adopted and will implement i-Ready diagnostics and RTI during the 16-17 school year.</li> <li>Zero Williams Act deficiencies</li> <li>Exemplary School Facilities Report</li> <li>TK-12 WASC Six-Year Accreditation status through June 30, 2022.</li> </ul>

Goal A -- LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development materials, consultants, parent-teacher training materials, child-care for parent-trainings	\$9,000.00	Certificated, Classified and Administrative staff attended trainings. Parent workshops were conducted at the school site. No child-care was needed for parent workshops.	\$7,364.00 (0091-5200)
Scope of service: Hart-Ransom Charter School		Scope of service: Hart-Ransom Charter School	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	
Increase vendor activity funding	\$18,000.00	Increased funding allocation for all students for approved enrichment activities offered by vendors. Added an additional month in Spring for vendor funding.	\$51,059.00 (0091-5870)
Scope of service: Hart-Ransom Charter School		Scope of service: Hart-Ransom Charter School	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	
Standards-aligned math curriculum purchase Evaluate ELA curriculum and recommend purchase.	\$30,000.00 Math No cost for ELA	Purchased State-standards aligned math curriculum for grades K-8. Also purchased State-standards aligned ELA curriculum for grades K-8.	\$50,015.00 Math \$66,124.00 ELA (0091-4310)
Scope of service: Hart-Ransom Charter School		Scope of service: Hart-Ransom Charter School	
<input checked="" type="checkbox"/> ALL (Grades K-8)		<input checked="" type="checkbox"/> ALL (Grades K-8)	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	

<b>Goal A -- LCAP Year: 2015-2016</b>			
Qualified and trained personnel. Add 3.0 FTE advisory teacher positions and purchase laptops for teachers	\$249,181.00	Added 3.0 FTE advisory teacher positions. Hired, trained and supplied with new laptops.	\$251,704.00 (0091-1101) \$5,389.00 laptops (1100-6409)
Scope of service: Hart-Ransom Charter School		Scope of service:	
<input checked="" type="checkbox"/> ALL (Grades K-8)		<input checked="" type="checkbox"/> ALL (Grades K-8)	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Implement summer school option for struggling high school students	\$5,000.00	Provided summer school courses for high school students needing to repeat or replace a "D" or "F" grade or gain credit recover to stay on track to graduate.	\$3,375.00 (0091-5800)
Scope of service: Hart-Ransom Charter School		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<i>Professional development will continue to be a priority for both staff and homeschool parents. Vendor options and funding will be evaluated for needed changes and improvements. Need for additional staff will be evaluated based on needs. Additional facility space will be added during the 16-17 school year due to increase in students.</i>		



Original GOAL from prior year LCAP:	Goal B – Increase the percentage of students who demonstrate academic proficiency in core curricular areas, demonstrate age-appropriate competency in technological understanding and usage, and who are on-track to graduate college and career ready meeting expected <i>Pupil Outcomes</i> .		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : WASC Self-Study
Goal Applies to:	Schools:	Hart-Ransom Academic Charter School	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All	
	<ul style="list-style-type: none"> <li>• Increase the percentage of students that meet or exceed standards as measured by CAASPP assessments.</li> <li>• Increase the number of students that complete UC/CSU entrance requirements or CTE programs in grades 9-12</li> <li>• Increase the percentage of English learner students that meet English proficiency as measured by CELDT</li> <li>• Maintain AP course offering and access to AP examinations to aid students passing with a score of 3 or higher in grades 9-12</li> <li>• Expand onsite activities and labs to support students in a homeschool learning environment</li> <li>• Improve student proficiency in core academic areas</li> <li>• Improve system of benchmark/formative assessment and assessment monitoring</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Results from 15-16 CAASPP not available at time of publishing. Results to be reviewed at beginning of 16-17 school year.</li> <li>• Increase in the number of students completing UC/CSU entrance requirements. 14-15 graduates with UC/CSU required courses = 50% (6 students)</li> <li>• Increase in students completing CTE courses.</li> <li>• English learner population is statistically insignificant, but all students identified made progress toward English proficiency as measured by CELDT. ELL = 3 students (0.9%), FEP = 6 students (1.8%), FEP Redesignated = 2 students (0.6%)</li> <li>• Maintained all AP courses.</li> <li>• All school facilities maintained and in good repair</li> <li>• Zero suspensions and expulsions</li> <li>• 99.5% attendance rate with no chronic absenteeism</li> <li>• Zero middle school and high school drop outs</li> <li>• 100% high school graduation rate. 14-15 cohort graduation rate = 100%.</li> <li>• Limited community service opportunities were added. One parent-taught, on-campus activities were added.</li> <li>• 1:1 Chromebook program added.</li> <li>• i-Ready diagnostic program and intervention tools will be added at the beginning of the 16-17 school year.</li> </ul>

Goal B -- LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Implement 3 <sup>rd</sup> grade math academy Implement 5 <sup>th</sup> grade science lab Implement HS Earth Science support lab		\$500.00 \$1,000.00 \$500.00	Implemented 3 <sup>rd</sup> grade math academy Implemented 5 <sup>th</sup> grade science lab Implemented HS Earth Science support lab	
Scope of service:	Hart-Ransom Charter School		Scope of service:	Hart-Ransom Charter School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Implement OARs assessment monitoring Professional development/training for OARs		\$3,360.00 \$2,500.00	Limited use of OARs during the 15-16 SY. Program being dropped and replaced with i-Ready	
Scope of service:	Hart-Ransom Charter School		Scope of service:	Hart-Ransom Charter School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
			\$3,275.00 (0091-5800)	

<b>Goal B -- LCAP Year: 2015-2016</b>			
Explore math tutoring and expand Barton literacy tutoring	\$1,000.00	Advisory teachers implemented some one-on-one tutoring for various academic areas for homeschool students. Barton was not expanded	No direct costs
Scope of service: Hart-Ransom Charter School		Scope of service: Hart-Ransom Charter School	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Revise ESLRs into SLOs. Align with WASC	Nothing budgeted	ESLRs were revised into SLOs. Full WASC self-study process conducted along with WASC self-study visit. Received 6-year accreditation from WASC	No direct costs
Scope of service: Hart-Ransom Charter School		Scope of service: Hart-Ransom Charter School	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Investigate standards-based report cards	Nothing budgeted	Developed standards-based report cards for grades TK, K, 1 and 2 to be implemented in the 16-17 school year.	No direct cost
Scope of service: Hart-Ransom Charter School		Scope of service: Hart-Ransom Charter School	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Parent workshops with training on curriculum, technology, and instructional practices for homeschool parents	\$5,000.00	Conducted parent workshops with training on curriculum, technology, and instructional practices for homeschool parents.	No direct costs
Scope of service: Hart-Ransom Charter School		Scope of service: Hart-Ransom Charter School	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Increase library books and ancillary library supplies to support reading materials needed to align with new state standards, support all student reading levels and expand selection of materials for high school	\$5,000.00	Purchases made for new library materials, books and ancillary supplies to support reading materials needed to align with new state standards, support all student reading levels and expand selection of materials for high school	\$2,495.00 (6300-4310)
Scope of service: Hart-Ransom Charter School		Scope of service: Hart-Ransom Charter School	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The WASC accreditation validated that goals are being met and that the program is on track to improve services for students. Changes will include a different diagnostic program to assess, monitor and respond to necessary academic interventions for homeschool students. Enrichment activities and support programs will be maintain, changed and added depending on the current student population needs.		

Original GOAL from prior year LCAP:	Goal C: Ensure student and family connectedness to school and maintain a safe, positive, and healthy school environment where parents, family and community stakeholders become fully engaged partners in the education of students at Hart-Ransom Academic Charter School.		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : WASC Self-Study
Goal Applies to:	Schools:	Hart-Ransom Academic Charter School	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> <li>• 99.91% positive attendance with zero chronic absenteeism.</li> <li>• Zero middle dropout rate</li> <li>• Zero high school dropout rate</li> <li>• 100% 8<sup>th</sup> promotion rate</li> <li>• 100% 12<sup>th</sup> grade graduation rate</li> <li>• Zero suspension rate</li> <li>• Zero expulsion rate</li> <li>• Positive parent and student survey results</li> <li>• Positive staff survey results</li> <li>• Did not achieve significant increase in parent volunteerism</li> <li>• Increase in fundraising through cookie dough sales in conjunction with Hart-Ransom Elementary PTC</li> <li>• Science Safari student/parent assembly with hands-on science held on December 11, 2015</li> <li>• Math Festival assembly with hands-on math stations held on April 22, 2016</li> <li>• Website revised and enhanced.</li> </ul>

Goal C -- LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parent and student surveys	Nothing budgeted	End of year parent/student survey conducted with overall positive results in all areas. District ran staff surveys through the year.	No direct costs
Scope of service:	Hart-Ransom Charter School	Scope of service:	Hart-Ransom Charter School
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Student assemblies	\$4,000.00	Held to student assemblies using outside vendors. Science Safari student/parent assembly with hands-on science held on December 11, 2015. Math Festival assembly with hands-on math stations held on April 22, 2016.	\$2,707.00 (0091-5800)
Scope of service:	Hart-Ransom Charter School	Scope of service:	Hart-Ransom Charter School
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Revise school website and expand online resources for parents and students		Nothing budgeted	School website was revised and expanded. Additional resources added for parents and students. Additionally, resources were added through the 1:1 Chromebook program and through the technology resources that were implemented with the new math curriculum.	No direct costs
Scope of service:	Hart-Ransom Charter School		Scope of service:	Hart-Ransom Charter School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The school will continue to utilize surveys and other feedback tools to gauge effectiveness and need. The school will look for additional ways to increase parent volunteerism beyond homeschooling. Tech resources including the website will continue to be improved and enhanced.		

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<b>\$114,267.00</b>
<p>Based on the LCFF calculator, Hart-Ransom Academic Charter School (HRACS) will receive \$114,267.00 (estimated additional) for the 2016-2017 school year. The unduplicated percentage for HRACS is 40.64% when calculated as a standalone charter school site. Based on the unduplicated percentage, HRACS will only receive supplemental grant funds and will receive zero concentration grant funds. Funds will be used to maintain a high quality advisory teacher staff including hiring 1.0 FTE to support growing enrollment and meet the needs of low income and English learner pupils. Ongoing professional development for both advisory and parent-teachers in core content areas will be supported to the Conditions of Learning and Pupils Outcomes of all students. HRACS will implement a new diagnostic assessment using i-Ready to gauge and to monitor student learning and assist parents in a home-based independent study environment. These programs and strategies are the best use of our current funds to accelerate the growth of the students who are low income and English learner and increase the achievement of all students.</p>	



- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

4.46	%
<p>In order to increase or improve the services for unduplicated pupils by a minimum of 4.46% Hart-Ransom Academic Charter School will direct efforts to increase the resources necessary for pupils to be academically successful. This includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Additional advisory teachers (adding 1.0 FTE)</li> <li>• i-Ready diagnostic assessments and intervention tools</li> <li>• Professional development for advisory teachers and parent-teachers</li> <li>• Credit recovery options (Grades 9-12)</li> <li>• Increase funding for off-site, vendor activities to support core and enrichment opportunities.</li> </ul>	

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
  - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (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).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "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).
- (d) "High school graduation rate" shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).
- (e) "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).
- (f) "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).