LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Hart-Ransom Academic Charter School		
Contact Name and Title	David Cline, Principal	Email and Phone	dcline@hartransom.org (209) 523-0401

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Hart-Ransom Academic Charter School (HRACS) was established in 1995 as a dependent charter program in the Hart-Ransom Union School District. HRACS is a non-classroom based, independent study program that serves students from TK-12. HRACS offers a homeschool program for students in grades TK-8 and online & blended learning pathways for students in grades 6-12. HRACS develops an individualized approach to student learning and achievement in context with the global measures aligned to the California State Standards. HRACS is fully WASC-accredited TK-12. 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, 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.

LCAP HIGHLIGHTS

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

The ongoing strategic plan for Hart-Ransom Academic Charter School is to support students and families with an option to school at home. This year's LCAP includes maintaining tools to equip, monitor, and enrich the independent, personalized learning environment school-wide. With new social science and science standards in place, the school will investigate and look to adopt curriculum that both supports the new standards as well as the homeschooling parent. School-wide, funds will continue to be allocated to enrichment and elective programs.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

As a homeschool, independent-study program, Hart-Ransom Charter continues to strengthen support for parents involved with the direct instruction. Utilization of local diagnostics and assessments has helped guide student instruction and allowed for individualized, online intervention lessons. Extensive collaboration between parents, students, teachers, and administrators regarding student progress has aided academic accountability. The school's 1:1 Chromebook program for grades 3-8 has provided greater access for students off campus.

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

GREATEST NEEDS

Hart-Ransom Academic Charter School has need for growth in both English Language Arts and Mathematics student performance levels. Overall, students assessed for English Language Arts are 15.4 points below level 3 with a decline of 1.6 points resulting in an "orange" indicator. Socioeconomically disadvantaged students (42.4 points below), students with disabilities (85.9 points below), and Hispanic students (34.3 points below) are the student groups with the greatest need for overall growth. Overall, student assessed for Mathematics are 36.2 points below level 3 but there was an increase of 11.1 points which resulted in a "yellow" indicator. Socioeconomically disadvantaged students (71.1 points below), students with disabilities (105 points below), and Hispanic students (54.6 points below) are the student groups with the greatest need for overall growth. While Hart-Ransom Charter has "met" the requirements for the local performance indicators, there is a continued need for parent involvement and input with the LCAP process.

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

PERFORMANCE GAPS

English Language Arts and Mathematics are both areas with overall performance gaps. The status for English Language Arts is 15.4 points below level 3 and the status for mathematics is 36.2 points below level 3. Hart-Ransom Charter will continue to utilize local assessment and intervention tools to strengthen student understanding for subject matter within those content areas. Parent workshops, curriculum training, and advisory teacher support will continue to support at-home instruction.

INCREASED OR IMPROVED SERVICES

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

Services for low-income, English learner, and foster youth students are included as school-wide goals. Student learning plans, curriculum choices, and academic supports are personalized to the student's need.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$3,229,770
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$565,677

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

All expenditures related to the school's core educational program are among the expenditures listed in the LCAP. Some of these expenditures include salaries related to certificated staff, administration and support staff. Other non-salary and benefit expenditures include utilities, legal fees, master agreement with district, and insurance. This description is not inclusive of the entire district budget.

$3,045,794	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal A	Ensure that all students receive high-quality; equitable *Conditions of Learning* 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.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE   ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. Document professional development for staff (certificated, classified and administrative)	1. Professional development was provided for all staff and documented.
2. Expand vendor options for student enrichment programs and community courses	2. The enrichment program was expanded adding new vendors recommended by parents. Additionally, LCAP funded an extra month of enrichment services providing seven months of community enrichments.
3. Implement newly adopted English language arts curriculum including training for staff and parent-teachers	3. Curriculum was adopted ahead of schedule and purchased at the end of the 15-16 school year. Training was provided for both staff and parents.
4. Maintain an up-to-date Curriculum Catalog and post online	4. Curriculum catalog was maintained, posted online and expanded.
5. 100% of the advisory teachers meet HQT and NCLB requirements	5. 100% of the teachers meet HQT and NCLB requirements.
6. Connections Learning content and instruction documentation	6. Connections Learning was maintained as the primary online content provider. Content is accredited and meets or exceeds graduation requirements.
7. Positive Williams Act accountability reports – zero deficiencies	7. Zero deficiencies and positive Williams Act certification.
8. Positive School Facility Conditions Evaluation	8. Positive Facility Conditions evaluation – no facility deficiencies.
9. Add 1.0 FTE advisory teacher assigned to high school program	9. Added 1.0 FTE advisory teacher to the high school program and added 0.40 FTE advisory teacher to the TK-8 homeschool program.
10. Add two additional relocatable classrooms to the campus (to be funded through resource 97 not LCFF)	10. Did not add two additional relocatable classrooms to the campus. This project is now slated for the 17-18 school year.
11. New certificated evaluation tool and process for evaluating advisory teachers	11. Only achieved preliminary start on developing a new certificated evaluation tool. This project will carry over to the 17-18 school year.

ACTIONS / SERVICES

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

Action **A1**

PLANNED 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.	**ACTUAL** MET ACTION: Professional development was provided for teachers and staff in a variety of areas including AB1432 Child Abuse Reporting, Epinephrine Administration for the Treatment of Anaphylaxis, English Language Arts curriculum training for Journeys and California Collections, "Understanding Data" i-Ready training, "Leadership Best Practices" i-Ready training, Google Certification, and the CTE Tech Conference.
BUDGETED $11,000 In addition to Educator Effectiveness (0091-5201) $5,675 (6264-5200)	**ESTIMATED ACTUAL** $5,296 – Professional Development (0091-5201) $5,900 – ELA Curriculum Training (6264-5200)

Actions/Services — Expenditures

Action **A2**

PLANNED 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.	**ACTUAL** MET ACTION: Increased broad course offering and student enrichment opportunities. Added additional month of funding for student enrichments to support academic and elective areas.
BUDGETED $50,000 (0091-5870)	**ESTIMATED ACTUAL** $46,295 (0091-5870)

Actions/Services — Expenditures

Action   **A3**

Actions/Services	PLANNED Standards-aligned curriculum: Research and begin process for adoption recommendation on curriculum aligned with Next Generation Science standards.	ACTUAL MET ACTION: Staff began the research and training of NGSS (Next Generation Science Standards). Curriculum has not been adopted yet but some supplemental curricular pieces have been gathered for use with Kindergarten and 1st grade. Staff will evaluate NGSS-aligned curriculum over the coming two school years. Science teacher attended the CTSA conference for NGSS training.
Expenditures	BUDGETED No direct costs budgeted	ESTIMATED ACTUAL $1,300 (included with A1 actuals) Sent teacher to CTSA conference for NGSS training

Action   **A4**

Actions/Services	PLANNED 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.	ACTUAL MET ACTION: Adopted HMH Journeys ELA curriculum for grades 1-5 and HMH California Collections for grades 6-8. Purchased with 15-16 school year funds to enable having the materials for use at the beginning of the 16-17 school year.
Expenditures	BUDGETED $66,424 (0091-4310) Paid with 15-16 funds $6,500 (0091-4310) budgeted for 16-17 funds	ESTIMATED ACTUAL $66,424 Purchased with 2015-2016 funds $6,456 (0091-4310) from 2016-2017 funds

Action A5

	PLANNED	ACTUAL
Actions/Services	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. Also, salary and benefit increases from targeted (SPCN) funded.	MET ACTION: Added 1.0 FTE advisory teacher assigned to the high school program. Also added 0.40 FTE advisory teacher assigned to the TK-8 homeschool program. 2.4% salary and benefit increases using targeted funds.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$83,726 (1.0 FTE advisory teacher) $11,128 (SPCN salary and benefit increases) (0091-1101)	$83,726 (1.0 FTE advisory teacher) $29,341 (0.40 FTE advisory teacher) $11,128 (2.4% salary and benefit increases using targeted funds) $4,335 (laptop computers for the 1.0 & 0.40 FTE advisory teachers)

Action A6

	PLANNED	ACTUAL
Actions/Services	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.	MET ACTION: Continued to provide summer school access to academically struggling students in grades 9-12.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$7,500 (0091-5800)	$7,500 (0091-5800)

Action **A7**

Actions/Services

PLANNED	ACTUAL
School facilities: Add two additional relocatable classrooms to the campus (to be funded through resource 97 not LCFF)	Did not complete the expansion project adding two additional relocatable classrooms to the campus. The project has been carried over to the 17-18 school year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Estimated $378,000 (0097-6204) Funded through Resource 97 not LCFF.	Zero -- No funds expended as this project was not started.

Action **A8**

Actions/Services

PLANNED	ACTUAL
Create new certificated evaluation tool and process for evaluating advisory teachers to ensure equitable Conditions of Learning through supervision by highly qualified advisory teachers	Only preliminary research completed on the new certificated evaluation tool. Project has been moved to the 17-18 school year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No direct cost	Zero -- No direct costs

Action **A9**

Actions/Services

PLANNED	ACTUAL
Add UC Scout online courses for accelerated middle school students or high school students requiring a different course option from other online course offerings.	MET ACTION: Utilized UC Scout for three middle school students to offer an accelerated math pathway and for one high school student for Economics course. Middle school students completed high school Algebra I using the UC Scout online course.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$3,500 (0091-5800)	$1,183 09-0091-0-5800-1110-1000-003-UCSC-GA

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

GOAL A: Ensure that all students receive high-quality; equitable Conditions of Learning 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.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Each of the actions and services under Goal A were implemented to achieve support for equitable conditions of learning for students. Professional development was provided before and during the school year, a broad course offering was maintained, standards-aligned curriculum was provided, and quality teacher oversee the independent study program.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Hart-Ransom Academic Charter continues to be effective overall as evidenced by WASC-accreditation and student assessment. In addition, the school continues to grow in student numbers. The goals were effective with the exception of A7 additional facilities. Due to state and local delays, the project was not completed during the 2016-2017 school. The project is slated for the 2017-2018 school year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Material differences between budgeted and estimated actual expenditures included: - A1: Did not expend all the Educator Effectiveness funds for professional development. Additional PD is being planned for these funds for the 2017-2018 school year. - A2: Spent funds not previous budgeted to accomplish the action. - A5: Spent additional funds due to hiring additional 0.40 FTE advisory teacher to previously budgeted. - A6: Spent less than budgeted due to less students requiring summer school. - A7: Did not complete project. - A9: Spent less than budgeted due to less students balloting for UC Scout courses.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Changes included the hiring of an additional 0.40 FTE advisory teacher to support increase in number of enrolled students.

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 *Pupil Outcomes*.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. CAASPP results; establish baselines from 2014-2015 student scores; 5% growth goal for 2015-2016 scores
2. Pre- and Post- student assessments and evaluations; 3rd grade math academy
3. Pre- and Post- student assessments and evaluations; 5th grade science
4. Evaluation of student final grades in Earth Science; increase passing rates by 10%
5. Students meeting UC/CSU entrance requirements increase by 5%
6. Documentation: testing schedules, test prep schedules
7. Implement i-Ready adaptive diagnostics and academic intervention tools
8. Implement standards-based report cards for grades TK, K, 1, and 2
9. Develop standards-based report cards for grades 3, 4, and 5
10. Documentation: parent-teacher workshop and instructional training

ACTUAL

1. CAASPP – Met math goal but did not meet ELA goal
    a. Math 36.2 below level 3 with a change of +11.1
    b. ELA 15.4 below level 3 with a change of -1.6
2. Pre- and post- assessments and evaluations were used for the 3rd grade math academy.
3. Pre- and post- assessments and evaluation were used for the 5th grade science labs.
4. Earth science pass rates
    a. 15-16 SY Fall 95% pass rate, Spring 100% pass rate
    b. 16-17 SY Fall 81% pass rate, Spring 100% pass rate
5. Students meeting UC/CSU entrance requirements
    a. Grades 9-11 = 54%
    b. Grade 12 = 29%
6. Testing and test prep schedules were created and utilized.
7. Implemented i-Ready system for local, adaptive student academic diagnostics and academic intervention tools.
8. Implemented standards-based report cards for grades TK, K, 1, and 2.
9. Developed and board-adopted standards-based report cards for grades 3, 4, and 5, which will be implemented during the 17-18 school year.
10. Continued to provide parent workshops and instructional training to equip and improve at-home academic instruction.

ACTIONS / SERVICES

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

Action **B1**

Actions/Services	PLANNED 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.	ACTUAL MET ACTION: Continued to utilize pre- and post- assessments for onsite student enrichments and academic support activities.
Expenditures	BUDGETED No direct costs	ESTIMATED ACTUAL Expenditure included with B2 below.

Action **B2**

Actions/Services	PLANNED Expand 4th and 5th grade report writing activity to support academic social studies standards for respective grade levels.	ACTUAL ACTION MET: Expanded the research report writing academic support to include grades 4, 5, and 6. Additional funds allocated to art and science enrichments.
Expenditures	BUDGETED No direct costs	ESTIMATED ACTUAL $934 09-0091-0-4310-1110-1000-003-CLAS-GB

Action **B3**

Actions/Services	PLANNED Implement i-Ready diagnostics assessments and academic intervention tools.	ACTUAL ACTION MET: Implemented i-Ready program school-wide using both diagnostics and academic intervention tools.
Expenditures	BUDGETED $15,000.00 (0091-5800)	ESTIMATED ACTUAL $14,667 09-0091-0-5800-1110-1000-003-IRDY-GB

Action B4

Actions/Services	PLANNED	ACTUAL
	Implement standards-based report cards for grades TK, K, 1 and 2 with training for homeschool parents to utilize standards-based report cards	Implemented use of standards-based report cards for grades TK, K, 1, and 2 and provided training for homeschool parents to utilize the standards-based benchmarks and rubrics.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No direct costs	Zero -- No direct costs

Action B5

Actions/Services	PLANNED	ACTUAL
	Develop standards-based report cards for grades 3, 4, and 5 for implementation at the beginning of the 2017-2018 school year.	Developed standards-based report card for grades 3, 4, and 5. Report cards were approved by the Board of Trustees and will be implemented during the 2017-2018 school year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No direct costs	Zero -- No direct costs

Action B6

Actions/Services	PLANNED	ACTUAL
	Parent workshops with training on curriculum, technology, and instructional practices for homeschool parents.	Parent workshops with training on curriculum, technology, and instructional practices held during the 2016-2018 school year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No direct costs	Zero -- No direct costs

Action B7

Actions/Services

PLANNED	ACTUAL
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.	Increased library books and ancillary library supplies to support reading materials that align with state standards and to support all student reading levels.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5,000.00 (6300-4310)	$4,786 09-6300-0-4310-1110-1000-003-LIBR-GB

Action B8

Actions/Services

PLANNED	ACTUAL
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.	Improved the SST process including the implementation of a "student rounds" program where a team engaged in review of all students, their learning progress and identified student learning needs. Students with needs received additional SST and learning support.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No direct costs	Zero -- No direct costs

Action B9

Actions/Services

PLANNED	ACTUAL
Implement a Bal-A-Vis-X training for advisory teachers and parents. Researched based balance/auditory/vision exercises for brain and body integration.	The Bal-A-Vis-X program was not implemented during the 16-17 school year. No training was completed. The program is still under consideration for the 17-18 school year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$2,500.00 (6264-5200) Educator Effectiveness Funds	Zero -- No funds expended for this action.

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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 Pupil Outcomes.

Describe the overall implementation of the actions/services to achieve the articulated goal.	As a non-classroom-based, independent study program, it is critical to have measures in place to ensure students are working toward academic proficiency in core curricular areas. The actions and services align well to achieving the articulated goal.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Local assessment tools have been particularly effective in achieving the articulated goal. I-Ready diagnostic and intervention tools have aided in monitoring student progress and guiding at-home instruction. Standards-based report cards also provide an instructional tool for both advisory teachers and homeschool parents to monitor critical learning objectives for students. The revamped SST process helped identify struggling learners and prevent students "slipping through the cracks" of the educational system.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Material differences between budgeted and estimated actual expenditures included: • B9: The Bal-A-Vis-X program was not implemented and therefore funds were not expended.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	$43,449 – Chromebooks purchased to expand the 1:1 student device program for grades 3-8 $827 – Software purchased for technology education

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.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Independent study attendance rates maintained above 98% with zero chronic absenteeism
2. Zero middle and high school dropout rates
3. 100% 8th and 12th grade graduation rates
4. Zero suspension and expulsion rates
5. Survey results: parent, student, staff
6. Parent Connections (parent club) meeting minutes, fundraising results, family work day results, rosters
7. Increased participation in Parent Connections; sign-in sheets
8. Increase fundraising opportunities to support student reward activities
9. Documentation: student assemblies
10. Continue to use communication and social media tools (ie: Facebook and Twitter)
11. Add electronic communication tool to distribute flyers and notices (ie: Peachjar.com, Remind, Google apps)
12. Maintain school website; access to SARC, LCAP, Academic Resources
13. Continue to produce and distribute school newsletter in both print and electronic formats

ACTUAL

1. Attendance rates: Achieved a 99.83% attendance rate
2. Middle school dropout rate: zero; high school dropout rate: 4.7% (1 student out of total of 21 seniors)
3. 8th grade graduation rate: 100%; 12th grade graduation rate: 86%
4. Suspension rate: zero; Expulsion rate: zero
5. Annual parent, student, staff survey completed.
6. Parent connections parent club met three times during the 16-17 school year – Sept. 7, 2016, February 8, 2017, and May 15, 2017. Fundraising for the student body fund was increased during the 16-17 school year.
7. Parent Connection participation: slight increase in participation.
8. Parents and teachers created more fundraising opportunities to support student reward activities.
9. Student assemblies: Café Musique held 2-27-17, AIM Science 4-5-17
10. Continued use of social media tools (Facebook and Twitter) aided in promoting school events and creating connectedness.
11. Electronic communication tools (Peachjar, Remind and Google apps) aided in overall communication to students, parents, staff and community.
12. School website was maintained, improved and kept up-to-date to communicate school data such as SARC, LCAP, academic resources, school calendar, instructional tools and more.
13. School newsletter was produced monthly and available both electronically and in print format.

ACTIONS / SERVICES

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

Action **C1**

Actions/Services	**PLANNED** Parent and student surveys	**ACTUAL** Conducted annual school survey with parents and students to gauge over approval rating of school. Also to determine level that parents and students feel welcomed, informed, had needs met, staff was courteous, and if the school effectively communicated. Survey also rated satisfaction with curriculum choices, technology use and communication tool use.

Expenditures	**BUDGETED** No direct costs	**ESTIMATED ACTUAL** Zero - No direct costs

Action **C2**

Actions/Services	**PLANNED** Student assemblies: possible focus areas of STEM, positive character education, and community involvement.	**ACTUAL** Café Musique student music assembly held on 2-27-17. Cost of assembly was donated by Modesto Community Concert resulting in zero cost for the school. Ag in Motion provided STEM/science lab on 4-5-17 at no cost to the school. Provided a parent workshop on Ti & Mo learning.

Expenditures	**BUDGETED** $5,000 (0091-5800)	**ESTIMATED ACTUAL** $200 (Ti & Mo parent workshop) Assembly and other enrichments were provided at no cost to the school.

Action **C3**

Actions/Services

PLANNED	ACTUAL
Maintain school website and expand online resources for parents and students	Maintained and improved the school's website and online resources for parents. Also maintained social media communication tools such as Facebook and Twitter.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No direct costs	Zero – No direct costs

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Due to the nature of the program at Hart-Ransom Charter, parents and families are highly engaged with student learning. The objective of Goal C is to seek ways for parents, students and community members to become fully engaged partners in ways beyond their homeschooling responsibilities.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	This goal continues to be the biggest area for improvement for the school. While the parent/student survey (school report card) indicate an 85% overall approval rating, the school still struggles to engage parents fully in the vision and planning processes. 97% of parents and students feel welcomed, informed, and that the school is responsive to their needs.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Material differences between budgeted and estimated actual expenditures included: • C2: Funds budgeted were not expended due to community outreach funding the programs.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	$15.00 for food meetings.

<u>Stakeholder Engagement</u>

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNNUAL UPDATE

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

Throughout the 16-17 school year, LCAP goals, progress and student learning progress were reviewed at staff meetings, at parent meetings, by "key result area" teams, by focus committees, and during district planning sessions. 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, teachers, administration, school personnel, board of trustee members, and community members. CSEA is the only local bargaining unit in association with HRACS. HRACS teachers are non-union and not part of bargaining unit. All HRACS staff members (union and non-union) have input on the LCAP as well as school vision and goals to improve services for students.

IMPACT ON LCAP AND ANNNUAL UPDATE

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

Consultations have impacted curriculum choices, enrichment programs and funding for student programs. As an independent study, homeschool program, parents work with teachers to make appropriate curriculum selections. LCAP input has guided funding allocations for curriculum choices to support personalized learning opportunities for students. Additionally, stakeholder input has led to the development of improved and new student enrichment and elective options. Input from stakeholders has also stimulated the expansion of the online learning program. As a result, the school will be offering a choice of online learning for students in grades 6-8 where previously only grades 9-12 had this option.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal A	Ensure that all students receive high-quality; equitable Conditions of Learning 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.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Students and parents participating in independent study, homeschool or digital learning need access to a broad offering of standards-aligned instructional materials as well as supervision by high qualified and appropriately credentialed advisory teachers. Teachers need adequate facility space to support students with instructional oversight, tutoring and assessments. Parents and teachers need ongoing professional development and training to support students. With new social science and next generation science standards adopted, there is a need to investigate, adopt and purchase new curriculum to support these academic content areas.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers appropriately assigned and fully credentialed.	100% of teachers are appropriately assigned and fully credentialed. (1)	100% of teachers are appropriately assigned and fully credentialed. (1)	100% of teachers are appropriately assigned and fully credentialed. (1)	100% of teachers are appropriately assigned and fully credentialed. (1)
Students have sufficient access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials. (1)	100% of students have access to standards-aligned instructional materials. (1)	100% of students have access to standards-aligned instructional materials. (1)	100% of students have access to standards-aligned instructional materials. (1)

School facilities are maintained in good repair.	School facilities maintained in good repair with positive certification using the facility inspection tool. (1)	School facilities maintained in good repair with positive certification using the facility inspection tool. (1)	School facilities maintained in good repair with positive certification using the facility inspection tool. (1)	School facilities maintained in good repair with positive certification using the facility inspection tool. (1)
Implementation of state board adopted content and performance standards	Access to curriculum and learning opportunities that support state board adopted content and performance standards provided for all students. (1, 2)	Continue to provide access to curriculum and learning opportunities that support state board adopted content and performance standards for all students. (1, 2)	Continue to provide access to curriculum and learning opportunities that support state board adopted content and performance standards for all students. (1, 2)	Continue to provide access to curriculum and learning opportunities that support state board adopted content and performance standards for all students. (1, 2)
Maintain programs and services for English Learners to access CCSS and ELD	Programs and services for English Learners provided and personalized as needed. (2)	Programs and services for English Learners provided and personalized as needed. (2)	Programs and services for English Learners provided and personalized as needed. (2)	Programs and services for English Learners provided and personalized as needed. (2)
All students have access to a board course of study.	All students have access to a board course of study including an early college pathway for high school students. (7)	All students have access to a board course of study including an early college pathway for high school students. (7)	All students have access to a board course of study including an early college pathway for high school students. (7)	All students have access to a board course of study including an early college pathway for high school students. (7)

PLANNED ACTIONS / SERVICES

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

Action **A1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Salary/Benefit Increases w/Targeted Funds Maintain FTE increases	Salary/Benefit Increases w/Targeted Funds Maintain FTE increases	Salary/Benefit Increases w/Targeted Funds Maintain FTE increases

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$98,103 (1204) $52,426 (1101) $2,907 (1303) $3,500 (3401)	Amount	$98,103 (1204) $52,426 (1101) $2,907 (1303) $3,500 (3401)	Amount	$98,103 (1204) $52,426 (1101) $2,907 (1303) $3,500 (3401)
Source	LCFF/SPCN	Source	LCFF/SPCN	Source	LCFF/SPCN
Budget Reference	09-0091	Budget Reference	09-0091	Budget Reference	09-0091

Action **A2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Professional Development and Conferences	Professional Development and Conferences	Professional Development and Conferences

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$3,500	Amount	$3,500	Amount	$3,500
Source	LCFF/General Fund	Source	LCFF/General Fund	Source	LCFF/General Fund
Budget Reference	09-0091 (5201)	Budget Reference	09-0091 (5201)	Budget Reference	09-0091 (5201)

Action **A3**

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

[Students to be Served](#)	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

[Students to be Served](#)	☒ English Learners ☐ Foster Youth ☒ Low Income
[Scope of Services](#)	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☒ Specific Grade spans:9-12

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$7,500	Amount	$7,500	Amount	$7,500
Source	LCFF/General Fund	Source	LCFF/General Fund	Source	LCFF/General Fund
Budget Reference	09-0091 (5800)	Budget Reference	09-0091 (5800)	Budget Reference	09-0091 (5800)

Action **A4**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$100,000	Amount	$100,000	Amount	$100,000
Source	LCFF/General Fund	Source	LCFF/General Fund	Source	LCFF/General Fund
Budget Reference	09-0091 (5870)	Budget Reference	09-0091 (5870)	Budget Reference	09-0091 (5870)

Action **A5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
School facilities: Add two additional relocatable classrooms to the campus (to be funded through resource 97 not LCFF)	Action complete after new buildings finished.	Action complete after new buildings finished.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$378,000	Amount	$0.00	Amount	$0.00
Source	0097	Source	----	Source	----
Budget Reference	09-0097 (6000's)	Budget Reference	----	Budget Reference	----

☐ New	☐ Modified	☒ Unchanged

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 Pupil Outcomes.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

All students need to demonstrate academic proficiency in core curricular areas or receive support to narrow the gap toward academic proficiency. Students need access to age-appropriate technology including digital curriculum in order to gain technological competency for college and career readiness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP – ELA SBAC results	2015-2016 SBAC ELA 15.4 points below level 3	Increase SBAC ELA by 3.0 points for all students (4)	Increase SBAC ELA by 3.0 points for all students (4)	Increase SBAC ELA by 3.0 points for all students (4)
CAASPP – Math SBAC results	2015-2016 SBAC Math 36.2 points below level 3	Increase SBAC Math by 5.0 points for all students (4)	Increase SBAC Math by 5.0 points for all students (4)	Increase SBAC Math by 5.0 points for all students (4)
CAASPP – Science CAST results	No baseline numbers yet.	Increase CAST by 2.0 points for all students (4)	Increase CAST by 2.0 points for all students (4)	Increase CAST by 2.0 points for all students (4)
UC/CSU entrance requirements met	2016-2017: Grades 9-11 – 54% of students meeting UC/CSU entrance requirements; Grade 12 – 29% of students met UC/CSU entrance requirements.	Increase the percentage of students meeting UC/CSU entrance requirements. (4)	Increase the percentage of students meeting UC/CSU entrance requirements. (4)	Increase the percentage of students meeting UC/CSU entrance requirements. (4)
Student progress as measured by CELDT	2016-2017: 3 students measured by CELDT. 0% of students made adequate progress as measured by CELDT. 0% of students reclassified.	Increase the percentage of students that make adequate progress as measured by CELDT. (4)	Increase the percentage of students that make adequate progress as measured by CELDT. (4)	Increase the percentage of students that make adequate progress as measured by CELDT. (4)

AP Exam Passing Rate	No baseline numbers as no prior year students completed AP exams.	Monitor and report. (4)	Monitor and report. (4)	Monitor and report. (4)
Early College Pathway	23% students in grades 9-12 participating in the Early College Pathway program	Increase participation of 9-12 students in the Early College Pathway to 25%.	Increase participation of 9-12 students in the Early College Pathway to 30%.	Increase participation of 9-12 students in the Early College Pathway to 35%.

PLANNED ACTIONS / SERVICES

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

Action **B1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☒ Specific Grade spans: **K-8**	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
i-Ready diagnostic assessments and intervention lessons.	i-Ready diagnostic assessments and intervention lessons.	i-Ready diagnostic assessments and intervention lessons.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$15,000	Amount	$15,000	Amount	$15,000
Source	LCFF/General Fund	Source	LCFF/General Fund	Source	LCFF/General Fund
Budget Reference	09-0091 (5800)	Budget Reference	09-0091 (5800)	Budget Reference	09-0091 (5800)

Action **B2**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:**TK-8**

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Curriculum Adoption: Social Studies	Curriculum Adoption: NGSS Science	Maintain Curriculum

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$50,000	Amount	$50,000	Amount	$10,000
Source	LCFF/General Fund	Source	LCFF/General Fund	Source	LCFF/General Fund
Budget Reference	09-6300 (4310)	Budget Reference	09-6300 (4310)	Budget Reference	09-6300 (4310)

Action **B3**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
STEM: Robotics/Drones	Maintain and enrich STEM program	Maintain and enrich STEM program

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	LCFF/General Fund	Source	LCFF/General Fund	Source	LCFF/General Fund
Budget Reference	09-0091 (4400)	Budget Reference	09-0091 (4400)	Budget Reference	09-0091 (4400)

Action **B4**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	LCFF/General Fund	Source	LCFF/General Fund	Source	LCFF/General Fund
Budget Reference	09-0091 (4310)	Budget Reference	09-0091 (4310)	Budget Reference	09-0091 (4310)

☐ New	☐ Modified	☒ Unchanged

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.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Students and parents need to be connected to a safe, positive, and healthy school environment in order to increase attendance rates, mitigate absenteeism, prevent dropouts and increase graduation rates. Parents need access to provide input on the school's vision and to participate in the decision making process.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rates	2016-2017: 99.83% attendance rate measured at P2	Maintain attendance rate of 99% or better. (5)	Maintain attendance rate of 99% or better. (5)	Maintain attendance rate of 99% or better. (5)
Dropout rates	2016-2017: middle school 0%; high school 4.7% (1 out of 21 students – student sought GED)	Maintain 0% middle school dropout rate; Improve high school dropout rate to 0%. (5)	Maintain 0% dropout rate for both middle and high school. (5)	Maintain 0% dropout rate for both middle and high school. (5)
HS Graduation Rates	2016-2017: 86% (1 student GED, 2 students held over for 5th year)	Improve high school graduation rate to 100%. (5)	Maintain high school graduation rate of 100%. (5)	Maintain high school graduation rate of 100%. (5)
Suspension Rates	2016-2017: 0%	Maintain 0% suspension rate. (6)	Maintain 0% suspension rate. (6)	Maintain 0% suspension rate. (6)
Expulsion Rates	2016-2017: 0%	Maintain 0% expulsion rate. (6)	Maintain 0% expulsion rate. (6)	Maintain 0% expulsion rate. (6)
Parent/Student Survey	Positive certification as measured by the 2016-2017 parent/student survey	Maintain positive certification as measured by parent, student, and staff surveys/input. (3)	Maintain positive certification as measured by parent, student, and staff surveys/input. (3)	Maintain positive certification as measured by parent, student, and staff surveys/input. (3)

PLANNED ACTIONS / SERVICES

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

Action **C1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Food for LCAP and parent meetings	Food for LCAP and parent meetings	Food for LCAP and parent meetings

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$250	Amount	$250	Amount	$250
Source	LCFF/General Fund	Source	LCFF/General Fund	Source	LCFF/General Fund
Budget Reference	09-0091 (4329)	Budget Reference	09-0091 (4329)	Budget Reference	09-0091 (4329)

Action **C2**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement a Bal-A-Vis-X training for advisory teachers and parents. Researched based balance/auditory/vision exercises for brain and body integration.	Maintain Bal-A-Vis-X training for advisory teachers and parents. Researched based balance/auditory/vision exercises for brain and body integration.	Maintain Bal-A-Vis-X training for advisory teachers and parents. Researched based balance/auditory/vision exercises for brain and body integration.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$2,500	Amount	$2,500	Amount	$2,500
Source	LCFF/General Fund	Source	LCFF/General Fund	Source	LCFF/General Fund
Budget Reference	09-0091 (5800)	Budget Reference	09-0091 (5800)	Budget Reference	09-0091 (5800)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$209,975	Percentage to Increase or Improve Services:	7.40%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

A1- Salary and benefit increases with targeted funds used to meet the needs of all students in the non-classroom-based, independent-study program.

A2- Professional development increases instructional support skills to better serve all students in the non-classroom-based, independent-study program.

A4- Enrichment programs are provided serve the needs to all students in the non-classroom-based, independent-study program.

A5- Facility planning provides additional space to work with all students in the non-classroom-based, independent-study program.

B1- i-Ready diagnostics/interventions are used to monitor academic progress with all students in grades K-8 to ensure they meet schoolwide learner outcomes.

B2- Curriculum adoption meet the needs of all students in the non-classroom-based, independent-study program.

B3- The STEM program is designed and available for all students in the non-classroom-based, independent-study program.

B4- Library services and books are available for all students in the non-classroom-based, independent-study program.

C1- Stakeholder involvement and parent meetings are for all students in the non-classroom-based, independent-study program.