



COMPREHENSIVE NEEDS ASSESSMENT | DATA DIVE SUMMARY TABLE

PERFORMANCE INDICATOR	
School Attendance Rates	
AREA OF FOCUS	Between the 2019-2020 and 2020-2021 school year there was a 27.30% decrease in SWD school attendance rates compared to a 22.92% decrease in school attendance rates for the overall population. Furthermore, in the current school year, there is a 7% deficiency for EL students, a 10% deficiency for SWD and a 20% deficiency for Foster Youth compared to the school attendance rates of the overall population.
Measureable Outcome(s)	The charter aims to increase the overall school attendance rate by 10% between the 20-21 to 21-22 sy.
Measureable Outcome(s)	The charter aims to decrease the difference in school attendance rates between subgroups and the general population by 2% from the 20-21 to 21-21 sy.
PERFORMANCE INDICATOR	
Grad Rates	
AREA OF FOCUS	The 2019-2020 Grad Rate 1 year outcome was 50%, which is 17% lower than the ESSA goal of 68%. In the 2020-2021 school year, the current grad rate is 23.65% which is not on pace to meet the ESSA goal of 68%.
Measureable Outcome(s)	The charter will meet or exceed the ESSA graduation requirement of 68% in 21-22 sy.
PERFORMANCE INDICATOR	
High School Drop Out Rates	
AREA OF FOCUS	Our overall high school dropout rates for the general population for the 19-20 school year are 12.37%. Although there has been a 6.41% decrease in dropout rate between the 2019-2020 and 2020-2021 school year, dropout rate remains an area of focus. EL students dropout rate remains 11.29% in the current school year.
Measureable Outcome(s)	The charter's overall dropout will not exceed an 10% in the 21-22 sy.
Measureable Outcome(s)	The charter's EL dropout rate will decrease by 2% from the 20-21 to 21-22 sy.
Action	In order to expand our Workforce Programs to best serve student needs, the charter's WIOA career path undecided students will decrease by 8% in the 21-22 sy.
PERFORMANCE INDICATOR	
Core Course Completion	
AREA OF FOCUS	In the 2019-2020 school year, our overall Core Course Completion Rates for Math and English were 4.11 and 4.64, respectively. This indicates that, on average, our students are not completing one semester of Math and/or English in a school year, which impedes student progress toward graduation.
Measureable Outcome(s)	The core credit completion rate for English will be 5 in the 21-22 sy.
Measureable Outcome(s)	The core credit completion rate for Math will be 4.5 in the 21-22 sy.
PERFORMANCE INDICATOR	
AREA OF FOCUS	
Measureable Outcome(s)	

2020-21 LCAP Goals & Actions

Goal # 1	All Students will have access to a Broad Course of Study (Priority 7) and will receive individualized support and instruction through Priority 2 with the Implementation of standards-aligned instructional curriculum and materials to positively impact their progress toward graduation and work toward narrowing the opportunity gap for all students with an emphasis on English Language Learners (EL) and Socioeconomically Disadvantaged pupils (FRMP). Thus in turn the charter strives to see positive pupil outcomes outline within Priority 8 in applicable adopted course of study for grades 7 to 12 and in English Language Arts (ELA) and Mathematics (Math) in both local and state assessments. Priorities: 2, 7, 8
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Metric (Area of Focus)	Desired Outcome for 2023-24 (Measureable Outcome)
The charter aims to increase overall student achievement in ELA through offering specialized instruction and academic interventions to students identified as "Urgent Intervention".	55% of all students who take at least two Ren Star Reading assessments will experience Lexile growth.
The charter aims to increase overall student achievement in Math through offering specialized instruction and academic interventions to students identified as "Urgent Intervention".	Students who take at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported will demonstrate an average SGP of 45 or higher.
The charter aims to increase the implementation of ELA standards-aligned curriculum to positively increase student progress toward graduation.	The charter's core course completion rate for English will be 6 or greater.
The charter aims to increase the implementation of math standards-aligned curriculum to positively increase student progress toward graduation.	The charter's core course completion rate for math will be 6 or greater.

Action #	Title	Description	Total Funds
Action #1	Benchmark Assessments and Interventions	Charter aims to increase ELA and math academic achievement for all students scoring at the "Urgent Intervention" level in reading and math, as identified by a benchmark assessment, through specialized instruction and interventions.	\$42,233.15
Action #2	Professional Development	Instructional staff will be provided professional development opportunities to better equip them to provide individualized, standards aligned, and data-driven instruction.	\$69,560.48
Action #3	Broad course of Study	Broad course of Study: All Students will have access to a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education.	\$422,331.51

Goal # 2	Through the implementation of the metrics and actions listed within Goal 2 the charter will ensure progress within Priority 3 and 6 by cultivating a safe and healthy learning environment and school climate through an increased emphasis on conducting meaningful Stakeholder Engagement opportunities and ensuring all stakeholders feel safe and a sense of connectedness to our program especially for our Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP). Priority 1 will be implemented to ensure the maintenance, operations, facilities and Teacher assignments are in good standing. The LEA will monitor their progress annually to determine if this goal needs to be structured or prioritized. Priorities: 1, 3, 6
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Metric (Area of Focus)	Desired Outcome for 2023-24 (Measureable Outcome)
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The charter aims to have suspension rates at or below 1.5%.	The charter aims to maintain or decline its suspension rates at or below 1.5%.
The charter aims to maintain or increase the amount of students that participate in social emotional experiences.	At least 60% of students enrolled 30 days or more will participate in a school sponsored extracurricular activity or complete a course designed to develop their social-emotional skills.
Students with disabilities will participate in extracurricular activities, experiential learning coursework, or coursework focused on developing social emotional and independent living skills to support their progress towards graduation and success after high school.	25% of SWD will participate in extracurricular activities or complete a course designed to develop their social-emotional skills and prepare them for their post-secondary plans.
The charter aims to promote parent involvement and participation through various events and workshops.	The charter will host at least one parent engagement event per semester.

Action #	Title	Description	Total Funds
Action #1	Basic Services	Students will have access to fully credentialed teachers to help aid their progression in core courses.	\$1,242,151.50
Action #2	Parental Involvement & Stakeholder Engagement	The charter will host stakeholder engagement events specific to unduplicated pupils and the general student population to seek feedback in the development and growth of our program.	
Action #3	School Lunch Program	The LEA will offer a healthy lunch option to ensure students have access to at least one nutritious meal per day.	
Action #4	Social Emotional Learning	The LEA will provide opportunities to facilitate engagement in school programs like experiential learning trips and camps, sports, groups, and field trips to provide students with a unique learning experience outside of the classroom in which they are able to apply academic and social-emotional skills toward real-life situations.	

Goal # 3	To promote Pupil Achievement within Priority 4 and Pupil Engagement within Priority 5 the LEA will ensure the achievement and attendance of all students, and particularly for Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP), will be implemented through the metrics and actions outlined in Goal 3 to expose all students to College and Career Pathways in order to positively impact progress toward graduation and post-secondary readiness. Priorities: 4, 5,
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Metric (Area of Focus)	Desired Outcome for 2023-24 (Measureable Outcome)
Student progression will be maintained or increased from the 2019-2020 school year.	Student progression will be maintained or above 83%.
The charter aims successfully meet or exceed ESSA's graduation requirements of 68%.	The charter strives to achieve an average graduation rate of 68% or higher.
The charter aims to reduce its middle and high school drop-out rate.	Both the middle school and high school drop-out rate will be at or below 8%.
Identify and track the WIOA career pathway of each student, reducing the number of students who are undecided.	The percentage of students choosing the undecided option will be at or below 10%.

Action #	Title	Description	Total Funds
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Action #1	WIOA Implementation	Identify and track the WIOA career pathway of each student, and provide opportunities for exposure to those industries through qualified school personnel and student events.	\$621,075.75
Action #2	Academic Planning	Students and parents (if applicable) will meet with their credentialed teacher and/or Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, post-secondary aspirations, GPA, benchmark assessment data, and performance standards at least once per semester.	\$94,403.51

Goal # 4	Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP) will be provided designated and specialized instruction tailored toward mastery of standards aligned instruction to improve academic achievement, reclassification rate (EL) and progress toward post secondary goals by the end of the 2023-24 academic school year. Priorities: 2, 4, 7		
Metric (Area of Focus)	Desired Outcome for 2023-24 (Measureable Outcome)		
The charter aims to maintain or increase reclassification percentages for eligible EL students.	The Charter aims to maintain its reclassification rates at or above 20%.		
The charter aims to increase overall Lexile growth for Students With Disabilities and EL students, as identified by benchmark assessments, through specialized instruction and intervention, as it aligns to their IEP goals respectively.	40% of all SWD and EL students who take at least two Ren Star Reading assessments will have improved Lexile measures.		
Homeless and Foster youth who have been enrolled for at least 30 days, will meet with their Post-Secondary Counselor once a semester to review academic performance/ progress, post-secondary plans and workforce opportunities.	83% of Foster and Homeless Students Enrolled for at least 30 days will meet with their Post-Secondary Counselor once a semester to review academic performance/progress, post-secondary plans and workforce opportunities.		
The charter aims to maintain or increase Lexile grade levels for Foster/Homeless Youth.	20% of all Foster/Homeless students who take at least two Ren Star Reading assessments will be at or above grade level on the Lexile band.		
The charter aims to increase the implementation of math standards-aligned curriculum to positively increase FRMP student progress toward graduation.	Core Course Completion Rate: math will be 5 for FRMP		
Action #	Title	Description	Total Funds
Action #1	iLit by Pearson PD for EL Specialist	iLit is a designated English Learner curriculum. 2 PDs for specialist	\$8,943.49
Action #2	Achieve 3000, Accelerated Reader, ERWC, or other evidence-based literacy interventions.	Charter aims to use Renaissance Star Reading assessment Lexile data for English learners and students with disabilities to provide specialized instruction and interventions.	\$720,447.87
Action #3	Individualized Support and Instruction for students with disabilities	Students with disabilities will receive post-secondary goals and services that include career education and independent living skills within the first 30 days of enrollment.	\$496,860.60
Action #4	Subgroup Individualized Support and Instruction	Unduplicated students will have access to fully credentialed teachers to help aid their mastery of common core state standards	\$755,228.11
Action #5	Accelerated Math, Freckles, Direct Instruction classes, or other evidence-based math interventions	Unduplicated students performing below grade level will be assigned an intervention.	\$311,531.60

EDI Costs - student
information equipment
Alltech costs



Homeless	Foster Youth	EL	FRMP (LI)	SPED
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Homeless	Foster Youth	EL	FRMP (LI)	SPED
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Homeless	Foster Youth	EL	FRMP (LI)	SPED
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Homeless	Foster Youth	EL	FRMP (LI)	SPED
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Homeless	Foster Youth	EL	FRMP (LI)	SPED
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Homeless	Foster Youth	EL	FRMP (Y)	SPED
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Homeless	Foster Youth	EL	FRMP (Y)	SPED
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Homeless	Foster Youth	EL	FRMP (U)	SPED
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Homeless	Foster Youth	EL	FRMP (U)	SPED
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Homeless	Foster Youth	EL	FRMP (U)	SPED

Homeless	Foster Youth	EL	FRMP (U)	SPED
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Homeless	Foster Youth	EL	FRMP (U)	SPED
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