

## LCAP PLAN SUMMARY 2023-24

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

New Tech Network schools utilize project and problem-based learning and focus on 21st-century skills. As part of this network, we are a small dependent charter school in the Anderson Union High School District, with an enrollment cap of 225. Staff and student interactions create a welcoming environment. Our monthly student activities foster these positive relationships which support our student success.

As a charter school, we draw students from as far north as Shasta Lake and from northern Tehama County to the south, with 70% of our student population coming from within the Anderson Union High School District. 62% of our current student population qualifies for free and reduced lunch. Although the majority of our students identify as Caucasian (84%), our other student populations are Hispanic or Latino, American Indian or Alaskan Native, and Asian Pacific Islanders.

At New Tech, we place a high priority on preparing our students for a successful future. Our student learning outcomes focus on teaching students the soft skills that leaders in the private and public sectors are looking for: problem-solving, effective communication, self-direction, adaptability, and work ethic. To accomplish this, along with the traditional courses of study (math, science, English, social sciences, etc.), the teaching, modeling, and assessing of these essential soft skills are incorporated right alongside all course content. To enhance these soft skills, our students are required to take college classes, complete an internship and participate in community service. Our students leave New Tech with a well-practiced process of problem-solving and have the skills and tools needed to be contributing members of their community.

### Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The California School Dashboard for the 2021-2022 school year reported English Language Arts scores were 82.1 points above standard, and the state was 12.2 points below standard. Mathematics was 5.5 points above standard, and the state was 51.7 points below standard. The Dashboard reported our graduation rate at 90.9%, which equals 10 out of the 11 seniors who were on-time graduates. Our suspension rate was 1.6%, and the state's rate was 3.1%. We will be reflecting on end of the year NWEA Map Growth Assessments for English and Mathematics in next year's LCAP.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In spite of our positive Dashboard report, we have experienced significant declining enrollment over the previous six years. In 2018, our enrollment was 176 students, and last year we ended the school year with 82 students. In response, we launched our new collegiate, hybrid, non-classroom-based, independent study model to attract and retain students. We set a goal of growing our enrollment by 20% each year over the next three years, and currently, our enrollment is 100 students.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.  
The key features of this year's LCAP are:

1. We are continuing the evolution of our instructional model to a collegiate, hybrid, non-classroom-based, independent study model.
2. Provide opportunities for our students to remain our students and move completely into a “Home School” model. Allows our students’ to do Cosmetology ROP, and remain a New Tech student. We have two accepted for next year.
3. This plan provides options for students to take concurrent college classes, internships, ROP, and Community Service.
4. To maintain and/or increase our graduation and college and career-ready rates by increasing A-G qualifiers and CTE completers.
5. One-fifth of all certificated staff assignments is providing targeted intervention for students in their subject areas.
6. Ability to increase elective offerings such as Guitar, Computer Science, etc.
7. Parents have shared their appreciation for the PLT model, which had teachers communicating at least seven times over the course of the school year. A minimum of at least two in-person meetings each semester, and more frequently for students who were struggling with our new instructional model. We will continue to refine this process.

## **Comprehensive Support and Improvement**

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A
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### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

## **Engaging Educational Partners**

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

With the evolution of our instructional model to a collegiate, hybrid, non-classroom-based, independent study model, we engaged all of our students and families eight times throughout the school year. We met with our Leadership Advisory Board more frequently this year as we were in the first year of our implementation phase. Every student and their parent/guardian(s) are required to first meet with the principal prior to enrolling. These intake meetings are the beginning of our engagement with our partners (students and families), to ensure all parties understand the responsibility and commitment this instructional model requires of us all.

The building leadership team reviews data collected from surveys, as well as anecdotal information provided during our sessions. 100% of the parents who responded to our survey said they value an educational model that promotes post-secondary success for their students. The leadership team reviews the WASC recommendations and action plan, then makes a plan to address each of the recommended items. Finally, we share the LCAP with our Advisory Leadership Board to provide us with a final review prior to submitting it for approval.

To engage more students in the Advisory Leadership Board we adjusted the meeting time to 12-1 pm on Mondays. For the 2023-24 school year, the Advisory Leadership Board agreed to meet once a month starting the second Monday in September. We will continue to meet during lunch and will give student members who volunteer, attend, and participate will earn school service hours.

A summary of the feedback provided by specific educational partners.

Families appreciate that we place a high priority on preparing their students for a successful future. They endorse our student learning outcomes that focus on teaching students the soft skills that leaders in the private and public sectors are looking for: problem-solving, effective communication, self-direction, adaptability, and work ethic. To enhance these soft skills, parents support the requirements to complete ROP/college classes, and internships, and participate in community service.

#### 22-23 Parent Survey

86% of respondents to our share their appreciation for the flexibility and more time for their students to complete school work. 14% reported that their students seemed to be less stressed. 85.7% of respondents report that they have been trained on ECHO (the school's Learning Management System.) We asked parents to let us know how likely they are to refer New Tech to another parent looking for a new high school for their student, and on a scale of 1-10 (with 10 being the highest), 86% of our respondents gave us a 10, and a 7 was our lowest rating.

We asked parents what qualities and benefits would you share with families considering New Tech:

- The flexibility and the great staff that surrounds our kids to make them all feel important.
- Friendly staff. Easier hours. Activities.
- New Tech isn't for everyone, but we like that the classrooms are smaller and the teachers are more personable than a regular high school.
- I've encouraged other parents to switch their teens to NT, citing the small class size, group learning, hybrid model, caring and involved staff, high academics, and enrichment opportunities.
- Small class sizes give your child more individual time with the teachers.
- A more cohesive feel to the whole school.
- With the hybrid model, great teachers, and staff, I feel the level of education is higher than some of the other H.S. options in our area, the extracurricular activities, and student involvement.
- The focus of New Tech is to provide quality education and transparency between faculty, staff, and parents.
- Your student's success at New Tech and beyond is the number one priority.
- Your student will gain knowledge, skills, and confidence to be well-prepared for life beyond high school and college.

#### Input Survey Summary

79% of our students responded to our Semester Reflection & Work Portfolio survey. We asked students, What is one positive change with our new Hybrid model? Some of the respondents anecdotally stated:

- I can sleep in a bit more.
- More time outside of school to do other things and also get more sleep.
- The Hybrid model gives more flexibility with the schedule and learning environment.
- One positive change I like about the Model is how I can get out of class early on Mondays and Fridays. The extra time aids a lot with Wednesday's work and gives more time to relax!
- It teaches you to be proactive and manage your time.

- I feel less trapped like when I was going to a regular school. It felt as though every day was just a repeat of the last day.
- I have more time to get one on one help.
- It allows more freedom so that I am able to do ROP.
- Having 2 days out of the week to stay at home is nice. This provides a lot of time to work on assignments at my own pace, and it does help me learn the importance of time management and self-discipline.
- I have more free time to get work done during the week, and having one main due date helped with the fact that I got lost with so many different due dates last year

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As a school inspired by business, we focused on maintaining our academic standards as we looked for an instructional model that would increase our elective offerings, create greater communication between school and home, and increase our enrollment through a collegiate, hybrid, non-classroom-based, independent study model. With the positive comments regarding our new model from both students and parents we are continuing to refine this model to maximize student achievement.

Families that have chosen New Tech for the intentional climate and culture of the school, look forward to having their student graduate here. With the implementation of our new model we are seeing growth in our enrollment, which was one of the critical factors we looked prior to developing the new model. Our goal is to continue with a 20% growth over the next two years.

# Goals and Actions

## Goal #1

Goal #	Description
1	Over the course of four years, all students will be able to demonstrate mastery of the essential “soft skills” that business, college, and university leaders seek, as they progress toward graduation while having completed an A-G course of study and/or an identified CTE pathway.

An explanation of why the LEA has developed this goal.

Our job is to prepare students for life after high school. We do that by offering an A-G course of study for those who are interested in going to college and CTE pathways for those who want to enter an industry of their choice. Our student learning outcomes are the vehicle that will allow them to succeed in any of their endeavors.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE completer rate (ROP)	2020 70% completers	92%	50%		70% +
A-G completion rate	2019 33.3%, 2020 25%	33%	50%		60%+



College and Career Indicator	2019 Calif. Dashboard 76.7% prepared	Pandemic and Update (we believe 100%)	No Data on the Dashboard		100% college and career ready
EAP scores	2020 72.2% conditionally or completely ready in ELA. 52.9 conditionally or completely ready in Math.	2021 SBAC 70% Exceeded or Met Standard in ELA. 35% Exceeded or Met the Standard in Math.	2022 SBAC 88% Exceeded or Met the Standard in ELA 55% Exceeded or Met the Standard in Math		75% ELA 60% math
Number of students in their senior year completing college credits	2020 75% senior class	60%	20%		75% / 100%
Internship hours	2020 100%	100%	75%		100%
Community Service hours	2020 85% completed	100%	83%		100%, class avg 70+ hours
Graduation rate	2020 100%	90.9%	100%		100%

At each grade level students will engage in an End-of-Year presentation demonstrating the essential soft skills	2022 Baseline 9th / 10th Developing 11th Proficiency 12th Mastery	100% 94% 93% 100%	83%		
Total number of students each year completing college credits	Changing Baseline data for this metric to the 2022-23 school-year	The current percentage of 11th/12th graders for the 2021-22 school year, is 37.5%	9th - 0% 10th - 0% 11th - 57% 12th - 75%		100% 9th = 25% 10th = 25% 11th = 50% 12th = 75-100%

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## Actions

Action #	Title	Description	Total Funds Non-Personnel or Personnel	Contributing
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1.1	School Intervention	<p>One-fifth of all certificated staff assignments is providing targeted intervention for students in their subject area.</p> <p>Addition of Tier 2 and Tier 3 interventions.</p>		No
1.2	Diagnostic testing And Math Lab	<p>Diagnostic testing (NWEA) and grades will be analyzed to determine the effectiveness of curriculum and math programs.</p> <p>All grade 9 students are enrolled in Algebra 1 unless placed at higher-level math. A student will be placed in a Math lab based upon diagnostic assessment and teacher recommendation.</p> <p>Funding for MDTP online, online math resources, and NWEA Map Growth Assessments.</p>		No
1.3	Pro Dev	<p>Provide professional development opportunities for Non-classroom Based Charter Schools, a hybrid model, flipped classrooms, and a Social Emotional Learning model that works within our Hybrid system. Continue to support teachers who wish to participate in professional development that will enhance and improve their instruction and student learning.</p>		
1.4	Increase staff and credit	<p>To better support students new to the collegiate, hybrid, non-classroom-based, independent study model, we will explore Tier Two interventions and</p>		

	recovery	additional options and opportunities for credit recovery.		
1.5	Highly Qualified teachers	Highly Qualified Teachers will remain at the current level of 100%		
1.6	Lab Classes	Lab classes for struggling students and skill development will continue. Addition of a credentialed math teacher to support homework needs and to work with students on skills development. Students struggling or not at grade level will take the math lab in addition to their math class. Far below grade-level math students will be put into a Title One math class. Addition of an English lab to help students improve their writing skills.		
1.7	Increase Electives	To retain and recruit students, our hybrid instructional model will allow us to increase the number of elective courses we offer, such as Guitar, Computer Science (Engineering/Robotics), etc.	54,900	
1.8	Counseling	<p>Guidance counselors will communicate and coordinate outside services in support of our student's mental health needs.</p> <p>The guidance counselor will instruct and support our personalized learning teachers (PLT) to communicate, maintain, and update the student's</p>	73,346	

		academic plan. Students will increase their understanding of financial aid and college requirements through workshops provided.		
1.9	New Tech Network	Membership in the New Tech Network (NTN). New teachers will participate in training through the NTN.	4,880	
1.10	Computers and materials	Instructional materials/textbooks, computers. That 100% of students have access to the internet and the devices needed to be successful. Computers will be updated on a cyclical schedule.	15,845	
1.11 (1.12)	College courses, Internships and community service	Increase opportunities for students to enroll in concurrent college courses, and articulated classes with CTE courses. Pay for fees and books for low-income students.	2500	
1.12 (1.15)	A-G	Increase students meeting the A-G requirements by 5% per year to achieve 60% of students reaching this level. Continue offering Science elective courses to help increase the A-G completion rate.	53,727	
1.13 (1.16)	CTE	Students will obtain capstone coursework in selected CTE pathways as a result of better alignment of electives to specific industry sector pathways. Upgrade CTE instructional materials and upgrade technology.	111,443	
1.14	Increase	Based on the needs of the students as seen by	39,329	

(1.17)	Math access to all students	diagnostic testing, math classes will be added as needed. Personal Finance will be offered to seniors in their 4th year of math. A certified math teacher will increase the number and the level of support to help at-risk students.		
1.15 (1.9)	Science (formerly Integrated Science)	Integrated science will no longer be maintained with implementation of the 3 year science graduation requirement and will be replaced by a different science course sequence. Computer Science (Coding), Computer Science (Robotics) and Forensic Science will all be maintained to increase A-G completion and college readiness.	49,417	
1.16	Block Classes	Maintain small English/Social Science block classes to increase A-G completion and student academic achievement.		

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

None, other than making small tweaks throughout the school year. With this new model, we offered our Lab classes on Monday afternoons. For the 23-24 school year, we are considering adding a Credit Recovery class to our Monday afternoon or Friday morning offerings.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences but costs for the staff time involved in professional development on collaboration and staff development days is reflected

An explanation of how effective the specific actions were in making progress toward the goal.

We have increased our A-G completer rate by 17% points over the prior year. Our CTE completer rate was 50% for the class of 2023. Our Math II students showed significant growth in the NWEA Map Growth Assessment from Winter to Spring, with an average growth of 6.85 points. One of the “Lessons Learned” from our first year implementing the new model, is that all 9th graders will start being required to be on campus on Mondays and earn their flexibility at the end of the first Learning Period with a 2.0 GPA or higher and no failing classes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The evolution of our instructional model to a collegiate, hybrid, non-classroom-based, independent study model will allow for more flexibility to increase desired outcomes of this goal. We redesigned the Year End Defense for seniors into “Senior Spotlight”, and added Learning Reflections as a tool that possibly could be used to help measure students’ mastery of the essential “soft skills”. Through discussion with our Leadership Advisory Board, we are looking to make adjustments to the following metrics: Internships Hours, Community Service Hours, and the demonstrating of soft skill mastery. The “Year 2 Outcome” represents the Class of 2023.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

## **Goal #2**

Goal #	Description
2	New Tech will provide a safe learning environment to work with students in order to meet their mental, emotional, and physical health while maintaining our high academic standards with a focus on future success.

An explanation of why the LEA has developed this goal.

Over the last decade, families have been looking for more choices and smaller learning environments and New Tech has attracted many of these families with students who have experienced past and ongoing trauma.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	96.7% 2020	93.7% ADA	Adjustments will be made after we calculate Time Value and Engagement.		96-100%
Chronic absentee rate	2020 7.8%	8.5%	Adjustments will be made after we calculate Time Value and Engagement.		5% or lower
Suspension rate	2020 1 student (5.3%)	2 (2.4%)	0 (0%)		4% or lower
Survey of school repair	2021 Baseline 100%	100%	100%		100%



New Tech Student Climate and Culture Survey/Educator Survey	2021 90 (79%) responding 6 (67%) responding	2022 49 (60%) The educator survey has not been given, it will be for 2023	79%		100 responding 100% responding
Parent Survey	2021 66% responding	2022 25 (25%)	2023 7 (7%), PLT meetings supplanted survey information.		100% responding
Implement BASE curriculum program	Starting the 2022-23 school year; one BASE course completed each month by 75% of our students	No baseline yet	Outside small group counseling, and possibly Wayfinder		100% of all students complete 10 courses per school-year

## Actions

Action #	Title	Description	Total Funds Non-Personnel or Personnel	Contribute
2.1	Attendance	Each grading period, 100% attendance (based upon time value of work). Students who have 100% attendance are entered into a monthly drawing.	1,000	
2.2	Pro Dev	Provide professional development opportunities for Non-classroom Based Charter Schools, hybrid model, flipped classrooms, and a Social Emotional Learning model that works within our Hybrid system. Continue to support teachers who wish to participate in professional development that will enhance and improve their instruction and student learning.		
2.3	Counselor	<p>Guidance counselor will communicate and coordinate with outside services in support of our student's mental health needs. The guidance counselor will ensure that the BASE curriculum program is implemented monthly during the Advisory period.</p> <p>The guidance counselor will instruct and support our personalized learning teachers (PLT) to communicate, maintain, and update the student's academic plan. Students will increase their understanding of financial aid and college</p>	33,336l	

		requirements through workshops provided.		
2.4	Community Resources	Community Connect, Catalyst Mentoring, Business Alliance, small group intervention.		
2.5	Group Counseling Services	Additional group counseling services will be provided.		

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We attempted to use the BASE Curriculum for SEL, but after the initial piloting it, we collectively realized that it was too cumbersome for the allotted Advisory time. The vendor then was not responsive to our questions and concerns. We will continue to search for an SEL curriculum that will best meet the needs of our students and a fit in our new model. Currently, we are in discussions with Wayfinder as a possible solution but will be partnering with outside counseling to provide small-group interventions. We will continue to work with Catalyst Mentoring and submit referrals to Community Connect. Finally, we will need to work through a different metric for measuring attendance rate and chronic absenteeism, given that in our new model attendance is based off of “Time Value and Engagement” or in other words student work product. This is one of questions we will pose to our Leadership Advisory Board in the fall. We will explore attendance rate based on students using “Simple In/Out” as an alternative to period attendance, which will place a greater emphasis on students attending in-person instruction. Another suggestion is to have PLT’s submit students each learning period for a drawing. We will also facilitate the completion of parent surveys through our PLT process, with the goal of gathering more parent input. However, we believe that through the PLT process we have had more parent input that in recent years, given that seven PLT meetings are schedule throughout the school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences but costs for the staff time involved in professional development on collaboration and staff development days is reflected

An explanation of how effective the specific actions were in making progress toward the goal.

Our initial surveys generate positive response to the new model, as we have outlined earlier in our LCAP. However we need to continue to refine metrics that will better inform our practice, and guide us in the implementation of this new model. The implementation of BASE curriculum was much to cumbersome in this model, however we will bring in outside counseling next year for small group sessions for about a third of our students. We are exploring if using Wayfinder as an SEL tool will be a viable schoolwide intervention. We will continue to develop additional relationships to support the mental health needs of our students. Our PLT process is a tremendous support in this area. We need to develop a metric that will support our new “Senior Spotlight”, as well as, our effective use of Learning Reflections. We have however overall feeling is a successful first year in implementation of our new model.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We piloted BASE program and found it to be cumbersome. We did not do monthly perfect attendance drawings, as we were learning our new model and found this to be more difficult of a report to generate than we anticipated. We are going to develop a new metric for attendance and chronic absenteeism, given that in our new model attendance is based off of “Time Value and Engagement” or in other words student work product. We will explore attendance rate based on students using “Simple In/Out” as an alternative to period attendance, which will place a greater emphasis on students attending in-person instruction. Another suggestion is to have

PLT's submit students each learning period for a drawing. This is one of questions we will pose to our Leadership Advisory Board in the fall. We will also facilitate the completion of parent/students surveys through our PLT process, with the goal of gathering more input and insight. Finally, additional group counseling will be provided in 23-24 as another student support measure to address students' social emotional needs.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

### **Goal #3**

<b>Goal #</b>	<b>Description</b>
<b>3</b>	New Tech will develop and maintain a systematic method for partnering with parents and community members.

An explanation of why the LEA has developed this goal.

According to research, when parents are involved in their student's transition to high school, they tend to stay involved in their child's school experience; when parents are involved in their child's high school experiences, students have higher achievement, and are less likely to drop out of school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of parent surveys completed.	15 (13%) responding (New Tech) 458 (40.5%) for whole District	25 (25%) New Tech, No District Survey	7 (7%) however, we held seven PLT meetings throughout the school year with each of our families.		100% for both New Tech and District
Leadership Advisory Board (Site Council) meeting participation by targeted groups	2020 Baseline 100%	100 %	100 %, each of our groups were always represented at each meeting.		100%
Sign in sheets collected from school meetings and school activities	First year of data collection null due to COVID 19	100 %	100 %		100%
Number of Parents satisfied with New Tech/District communications	2021 New Tech= 85% District= 59.7%	2022 New Tech = 24 (96%) District = No Survey	100% of those surveyed		100%
Number of parents reporting	2021 District 62.5%	2022 New Tech = 24	100% of those surveyed		100%

they feel welcomed and encouraged to be involved in the school.		(96%) District = No Survey			
Parents trained in using ECHO	2020 85%	14 (56%) of those who completed the survey	100% of those surveyed, but anecdotally parents are not using ECHO		100%
Parents participation in PLT meetings.	2022-23 Baseline Goal 100%		90% participation in-person or virtually		100%
Parents reading emails and checking ParentSquare	2023-24 Baseline Goal 100% per student family				

Action #	Title	Description	Total Funds Non-Personnel or Personnel	Contributing
3.1	ECHO	Continued use of ECHO program. ECHO training will be provided at the beginning of each semester and at parent request. Parents will check their students' ECHO weekly.	1,700	
3.2	Communica	School will maintain Aeries	750	

	tion	Communicate (Parent/Square) to keep parents involved by using email, phone calls, and texts in addition to the use of our website and parent meetings.		
3.3	Parent Outreach	The PLT will communicate with parents no less than one time per Learning Period and will communicate more frequently with parents of students who are struggling.  Potential and new parents will have an individual intake meeting prior to enrollment.		
3.4	Training	All certificated staff continue refine the Personalized Learning Teacher (PLT) process.		

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.



It has been difficult to recruit and maintain members to our Advisory Leadership Board, however this year we moved the meetings to Monday's at lunch. This move allowed for us to have at least one representative from all groups (Parent, Community Member/Alumni, Students, Classified, Certificated and Administration) attend. The Board voted to meet once per month next year, and agreed to give School/Community Service credit to students who consistently participate. Parental participation is vital with our new model. The PLT system fosters greater parental involvement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None

An explanation of how effective the specific actions were in making progress toward the goal.

As we reflect upon the implementation of our new model, we have under utilized the PLT system to gather greater parental input in the effectiveness of the our rollout, survey information on culture and climate of the school, and the direct correlation to student achievement and success. We have learned that parents who are checking ECHO, reading messages on ParentSquare, checking their emails, and attending their PLT meetings in-person that generally their student achieves at a higher level. This model requires the parent to truly partner with the school. Anecdotally, I have had parents share directly, that they PLT system is a great addition to our school and the implementation of this new model.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will be adding a metric measuring the percentage of parents attending assignment period PLT meetings, with a goal of attaining 100% of enrolled students by 2023/24. In addition to parental participation in PLT meetings we are also going to add a metric measuring the frequency of parents reading information sent out by ParentSquare,

as well as, emails as identified by PLT's and analytics. All certified staff will continue their training as a Personalized Learning Teacher (PLT).

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

**Increase or Improved Services for Foster Youth, English Learners, and Low-Income Students.**

## **Required Descriptions**

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

1. The evolution of our instructional model to a collegiate, hybrid, non-classroom based, independent study model will create the flexibility to support the academic growth of historically marginalized students. Through increased personalized intervention opportunities, more frequent communication will occur with student, parent/guardian and personalized learning teacher (PLT).
2. One fifth of our teachers' teaching assignment is specifically designed to provide content specific interventions, which support our foster youth, English learners, and low-income students.
3. To address our students' needs, NWEA testing will happen 3 times per year (Fall, Winter, Spring) to diagnose math skills and provide systems of support where needed.
4. We will use outside counseling for small group interventions, and explore Wayfinder as a schoolwide social/emotional curriculum program during our Advisory.

5. Guidance counselor will communicate and coordinate with outside services in support of our students' mental health needs. Guidance counselor will explore the viability of the Wayfinder curriculum program is implemented monthly during the Advisory period. Guidance counselor will instruct and support our personalized learning teachers (PLT) to communicate, maintain, and update the students' academic plan. Students will increase their understanding of financial aid and college requirements through workshops provided.

6. Maintaining our membership in the New Tech Network allows for us to continue to use our learning management system, ECHO. ECHO training will be provided at the beginning of each semester and at parent request. Parents will be required to check their students' ECHO weekly. Student, parent/guardian, and personalized learning teacher (PLT) will communicate no less than one time per assignment period using the ECHO as a means to communicate student progress.

7. In support of our PLTs, our guidance counselor will connect with our community agencies to provide for all students, including our historically marginalized students, opportunities for internships, CTE courses, and the completion of A-G courses. Within our A-G block grant, we have funded the means to remove the transportation barriers.

8. To incentivize and increase student work product in our new model, in each Learning Period, students will be placed in a drawing who have earned 100% attendance (based upon time value of work completed).

9. For our students who do not have a positive or productive place to study and complete required academic work, we will minimum of 16 hours were they can work on campus, as well as a 31 hours per week available with a support staff.

10. We will use Community Connections, Catalyst, an outside counseling group, and other community partners to provide support for unduplicated students.

## **A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required**

Funds will be used primarily to increase course access and offerings, academic support and interventions, other student support services such as counseling as described in the various strategies detailed in the actions for Goals #1-3. Following is a brief description of how the actions/services are principally directed to increase and improve outcomes for foster youth, English learners and low-income students (unduplicated students) and a description of effectiveness of the program.

Through the adoption of our collegiate, hybrid, non-classroom based, independent study model, we provide flexibility and access to A-G, CTE, and elective course offerings. This model provides unduplicated students (EL, FY, and SED/LI) with greater A-G opportunities and CTE completion, thereby increasing college readiness and employability. For unduplicated students desiring to enter the workforce upon graduation, possession of the needed job skills for the current job market better prepares them for employment. For unduplicated students desiring post-secondary opportunities, increasing college readiness skills is crucial in eliminating the need to remediate post-secondary thereby decreasing financial barriers faced by many of these students.

One-fifth of all certificated staff assignments will provide targeted content-specific intervention. In addition to intervention, other tiered systems of support will be implemented throughout the year as stand-alone electives courses. Majority of the students served by these academic support and interventions are unduplicated students (EL, FY, and SED/LI). Math and English interventions provide necessary tiered instruction models for our lowest performing students thereby increasing student achievement and progress towards graduation. EL student needs will be addressed through a scaffolding approach with supports built into smaller English classes.

Typically our unduplicated (EL, FY, and LI) students are those in greatest need of these additional support services. Our unduplicated students often have attendance and behavior issues that create educational barriers. A full-time counselor, in conjunction with community agencies, will support implementation of the BASE curriculum program and encourage our unduplicated students to achieve academic success.

The charter plans to spend \$240,587 to provide services described above and these planned expenditures exceed the MPP of 16.70%. Services will be provided on a schoolwide and targeted basis due to the high concentration of unduplicated students at the charter (approximately 52%). While all students will benefit, the strategies developed are focused to improve services for the unduplicated students. Unduplicated students will benefit through increased course offerings and student support services, thereby enabling them to successfully graduate in an A-G course of study and/or CTE pathway with a combination of employability skills, college readiness, and college unit completion.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

N/A no additional concentration grant add-on funding identified

