



Board Agenda Item #	Agenda # III A- Action Item
Date:	June 13, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Local Control and Accountability Plans (LCAP) for all MPS

Proposed Board Recommendation

I move that the board approve the LCAPs for all MPS.

Background

As a critical component of the LCFF law, every charter school must engage parents and community to create a Local Control and Accountability Plan (LCAP). The LCAP is intended to be a comprehensive planning tool. Each plan must describe:

- School-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of the eight state priority areas, plus any locally identified priority areas.
- Expected progress toward meeting the goals—and as part of a schools required annual update of the plan, the school must describe actual progress made toward meeting the goals and describe any adjustments to be made.
- Expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth will be used to increase or improve services for these students.
- The process used to involve parents, students, community members, school employees and other stakeholders in developing, reviewing and supporting implementation of the LCAP.

The MPS Home Office has collaborated with the school leadership teams in ensuring that all of the school LCAPs have school-wide goals, annual measurable outcomes and specific actions aligned to the eight state priorities and that the schools have meaningfully engaged their stakeholders in the development of their LCAP.

As part of the LCAP development process our schools have conducted stakeholder surveys to engage our stakeholders

in the evaluation of their experience at MPS. School leadership teams have shared their reflection on the survey results and findings that identifies their greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis. The teams have completed their reflections and presented it to their stakeholders in various settings, including presentations at regular meetings of the MPS Stakeholders Committee and the Board.

School leadership teams have also presented their CA School Dashboard results and findings as well as other school performance data to their stakeholders at their PTF, SSC, and ELAC meetings throughout the year. At their regular meetings the MPS board and the Academic Committee have been presented SBAC, CA School Dashboard, NWEA, and other school goal progress data as well as each MSA's action plan with next steps. The school leadership teams have closely worked with the MPS finance department in writing annual updates for their LCAP estimated actual expenditures and next year's budgeted expenditures. These processes are all part of our LCAP development and continuous improvement cycle.

Budget Implications

All LCAP expenditures are budgeted in each school's budget.

***SOME LCAPS ARE PENDING FINANCE DEPARTMENT REVIEW

How Does This Action Relate/Affect/Benefit All MSAs?

Board approval of LCAP is a requirement for LEAs as described in the Ed Code.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- LCAP for each Magnolia Science Academy

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)

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

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-1	Mustafa Sahin, Principal	msahin@magnoliapublicschools.org (818) 609-0507

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy (MSA-1 or Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2002, MSA-1’s mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-1 currently has 584 students in grades 6-12, and mainly draws enrollment from Reseda, CA and neighboring communities. The neighborhoods that MSA-1 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-1 serves face economic challenges. MSA-1 has a diverse enrollment, including 88% Hispanic/Latino, 6% White, 89% Socioeconomically Disadvantaged, 16% Special Education, and 16% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-1 is supplemented by tutoring, after-school programs, and school-to-university links.

LCAP Highlights

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

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College and Tarzana Treatment Center Workshops
- Parents value the extra support we provide our students to ensure they are receiving the best education (i.e. after school tutoring, Saturday School, one-on-one support, etc.)
- The need to continue our improvements in designated/integrated English Learner services
- Providing counseling and positive behavior intervention support services to our students
- Continue using teacher evaluation system 'TeachBoost'
- 100% graduation rate; college bound high school students
- 95% teacher retention rate
- Ranked Among the Top 25 Charter Schools In LAUSD
- We offer a very strong Robotics program which helps prepare students to participate in VEX Robotics competitions. This year, our Robotics team, RoboWarriors, has expanded to 3 teams.
- Unified Writing Curriculum
- Unified Reading Curriculum
- Classes using blended learning effectively
- The full inclusion of Special Education Students
- Professional Development around Explicit Direct Instruction

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

I. Data Driven Curricular Choices Contribute to Student Growth. Last year, our overall SBAC student scores improved for Math and ELA by 2 points and 11 points respectively. We are confident that we will see the same if not better results for this year. The increase in student scores is due in part to our ELA and Math department's adoption of Common Core aligned digital curriculum. Our English teachers use Study Sync, which is Common Core aligned and allows students to engage with text and demonstrate understanding of their content through reading and writing. Content is academically rigorous, thematically unified, and engages students through digital content including videos, interactive texts, audio readings of class content, and a built in ELD component to help engage our ELL students. As a result, the percent of our EL students who made progress towards English Proficiency increased by 16% compared to last year. Similarly, in our Math classes we use McGraw Hill online curriculum, which is also Common Core aligned and engages students in a similar way with digital problems, math manipulatives, and demonstrations.

II. Staff PD/Resource Sharing Contributes to Growth. We have implemented universal standards of writing and reading across content areas. Our English Title 1 staff analyzes data, passes along resources, and leads PD's

for our staff to make sure they are supporting our struggling students. Our Title I English teacher observes struggling students in three of their core classes (History, Science, and English), and provides resources and PD for our staff about implementing academic tools that might help. Our Dean of Academics looks at data from benchmark testing like MAP and SBAC, and helps to roster and monitor progress in our Saturday School program. Math teachers also use gradual release model in math intervention classes so that students who struggle in that content area receive explicit instruction, guided practice, and independent work.

III. College Readiness Contributes to Growth. We currently have 68 graduating seniors and we have a 100 percent graduation rate. Our Dean and College counselor create a 4 year plan for each student and keep track of their classes, grades, etc. We believe the individualized attention and the student's role in setting their own goals helped our graduation rate to stay strong. Our staff does much work to involve parents and students in setting goals that prepare students for graduation and college. We are proud of the parent information nights where students and parents get to learn about college, financial aid, and the application process, and we are equally proud that our Senior English teachers support all 68 of our seniors in writing a personal statement. In essence, every student who graduates from MSA attends a junior college, 4 year university, or vocational program.

Referring to the California School Dashboard, 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

The two subgroups who did not perform well on SBAC and need our close attention were Sped students in the area of Math and English Language Learners in the area of English; our data shows that compared to our general student population, these sub-groups are struggling. Currently, in our Power classes we support struggling students through digital intervention content. We use Flex Literacy (for English) and Khan Academy, NextGen Math and MobyMath (for math), where direct instruction takes place in small, concentrated amounts, and students receive explicit direct instruction in that content area and have opportunities for guided practice. In our English classes, we use Study Sync (ELD component in conjunction with what is being learned in ELA). Conducting class in this way provides small group support outside of the classroom for those students. Additionally, our Title 1 English and Deans analyze scores and data (MAP, ELPAC, SBAC), review samples of student work, and follow up frequently with the student's ELA, ELD, and MATH teachers to discuss student progress. Interventions include offering additional tutoring, creating action plans for individual students that address areas of need, providing one-on-one instructional support, simplifying the work for EL and SPED students, and creating a roster of students who need Saturday school. Moreover, our Special Education Teachers meet with General Education Teachers weekly either during conference periods or during Staff Meetings to discuss student progress and to go over accommodations and support plans. Students are given in-class support by their Resource teacher, who helps them follow along with the curriculum, offers appropriate accommodation, makes modifications to assignments, and checks grades weekly to make sure students are progressing in the class/subject. Our Title I English Teacher offers PD to our staff on a critical thinking and writing strategy that works across grade levels and can be adapted in many content areas. She also provides Strategy Snapshots on a bi-weekly basis to teachers and staff so that their expectations about academic rigor are more unified (and connected to the CHATS framework for EL support). Our History and Science teachers, who don't normally teach writing in an explicit way, then use that resource for their students. Finally, twice a year, we provide MSA wide professional development to our teachers and include training in all areas of need. These symposiums are a way for our teachers to attend workshops that can help enhance their teaching. For

instance, many of our teachers attended the EL training with a guest lecturer from CSUN to learn about promoting language acquisition in their classrooms (in every content area).

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The student groups that are behind are SPED students who performed low in Math and our English Learners who performed low in English. We use the intervention classes and programs (as mentioned above) to help support these student population. We use benchmark data (MAP) to roster students into intervention classes. This way, if a student is struggling in both English and Math, they get service in the areas of their greatest need. Additionally, SPED teachers and Intervention staff meet to discuss shared students and academic intervention for those SPED and EL students. The action includes; teacher referral of students who need support, meetings between parents, students, and coordinators, placement of students in appropriate tier or intervention, teaching of skills, assessment of mastery, and support for kids as they exit intervention. We use the RTI model to track student progress. Title I Coordinator plays a larger role in supporting the EL students in the classroom, and sets schedule of pull-out sessions.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018–19

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

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%

Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%

Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%

Percentage of students who have sufficient access to standards-aligned instructional materials: 100%

Percentage of items on facility inspection checklists in compliance/good standing: 90%

Percentage of items on facility inspection checklists in compliance/good standing: 90%

Percentage of state standards implementation for all students: 100%

Percentage of state standards implementation for all students: 100%

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8):

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2018-19.

2018-19 Expected:

Expected

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	5 percentage points up from the prior year

Actual

2017-18 (Baseline):

All Students:	48.32%
English Learners:	0%
Socioeconomically Disadvantaged:	45.45%
Students with Disabilities:	8.52%
Hispanic:	45.33%
White:	66.67%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	5 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-

2018-19 SBAC data is not available at this time. The following

Expected

ELA/Literacy assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):

Actual

tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	9.0 points below standard
English Learners:	75.5 points below standard
Socioeconomically Disadvantaged:	13.7 points below standard
Students with Disabilities:	111.9 points below standard
Hispanic:	15.6 points below standard
White:	47.9 points above standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student

Expected

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Actual

groups on the MAP-Reading assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	44%
English Learners:	2%
Socioeconomically Disadvantaged:	37%
Students with Disabilities:	7%
Hispanic:	38%
White:	66%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Expected

Actual

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White:	2 percentage points up from the prior year
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Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8,11):

2018-19 Expected:

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	3 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	35.06%
English Learners:	1.85%
Socioeconomically Disadvantaged:	31.88%
Students with Disabilities:	4.26%
Hispanic:	32.18%
White:	63.16%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year

Expected

Actual

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Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	3 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8,11) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	43.2 points below standard
English Learners:	103.9 points below standard
Socioeconomically Disadvantaged:	49.6 points below standard
Students with Disabilities:	149.6 points below standard
Hispanic:	52.0 points below standard
White:	47.0 points above standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year

Expected

Actual

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Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10,11):

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Mathematics assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	45%
English Learners:	2%
Socioeconomically Disadvantaged:	38%
Students with Disabilities:	3%
Hispanic:	37%
White:	65%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from

Expected

Actual

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	the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Percentage of EL students making annual progress in learning English as measured by the ELPAC: 2 percentage points up from the prior year

2018-19 ELPI data is not available at this time. The following table shows 2017-18 ELPAC performance data of our ELs.

2017-18 (Baseline):

Level 4 - Well Developed	15.4%
Level 3 - Moderately Developed	35.9%
Level 2 - Somewhat Developed	39.7%
Level 1 – Beginning Stage	9.0%

Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year
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2017-18 (Baseline)	33%
2018-19 (Projected)	1 percentage point up from the prior year

Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 80%
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2017-18 (Baseline)	80%
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Expected

Actual

	2018-19 (End of first semester)	78%
<p>Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments: 5 percentage points up from the prior year</p>	2018-19 (End of second semester Projected)	1 percentage point up from the prior year
<p>Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 2 percentage points up from the prior year</p>	<p>2018-19 SBAC data is not available at this time. The following table shows 2017-18 proficiency rates of our graduating seniors on the CAASPP-ELA/Literacy and Mathematics assessments and projected increase in 2018-19.</p>	
<p>Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 2 percentage points up from the prior year</p>	2017-18 (Baseline)	48%
<p>Percentage of students in grades 9-11 who will participate in the PSAT test: 100%</p>	2018-19 (Projected)	5 percentage points up from the prior year
<p>Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 100%</p>	2017-18 (Baseline)	25%
	2018-19 (Projected)	2 percentage points up from the prior year
	2017-18 (Baseline)	100%
	2018-19 (Projected)	100%
	2017-18 (Baseline)	100%
	2018-19 (Actual)	100%

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.</p>	<p>All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments.</p>	<p>\$24,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)</p>	<p>\$24,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.</p>	<p>We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.</p>	<p>\$25,000.00 4100-4200 Books \$211,130.00 .00 4300-supplies, materials \$252,346.00 4400 Equipment</p>	<p>\$25,000.00 4100-4200 Books \$211,130.00 .00 4300-supplies, materials \$252,346.00 4400 Equipment</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p>	<p>We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.</p>	<p>\$50,000.00 5500 Janitorial Services, \$66,686.00 5615 Maintenance, \$100,000.00 2900, 3000 Custodian salary & benefits</p>	<p>\$50,000.00 5500 Janitorial Services, \$66,686.00 5615 Maintenance, \$100,000.00 2900, 3000 Custodian salary & benefits</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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Action 4

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	\$20,000 Professional Development (5683)(Base); \$1,500 TeachBoost fees (5000)(Base);	\$20,000 Professional Development (5683)(Base); \$1,500 TeachBoost fees (5000)(Base);
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Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	\$66,814 EL Coordinator salary (1000)(S&C); \$13,000 Benefits (3000)(S&C); \$5,000.00 EL supplemental materials (4000)(Title I)	\$66,814 EL Coordinator salary (1000)(S&C); \$13,000 Benefits (3000)(S&C); \$5,000.00 EL supplemental materials (4000)(Title I)
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.</p>	<p>Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.</p>	<p>\$4,000 Professional Development on ELD strategies (5000)(S&C)</p>	<p>\$4,000 Professional Development on ELD strategies (5000)(S&C)</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p>	<p>During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.</p>	<p>\$120,000 Intervention teacher salaries (1000)(Title I); \$50,000 Two teacher aide salaries (2000)(Title I); \$30,000 Benefits (3000)(Title I)</p>	<p>\$120,000 Intervention teacher salaries (1000)(Title I); \$50,000 Two teacher aide salaries (2000)(Title I); \$30,000 Benefits (3000)(Title I)</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$30,000 Three teacher stipends (1000)(Title I)	\$30,000 Three teacher stipends (1000)(Title I)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	\$270,000 Two deans of academics and 1 Title-I coordinator salaries (1000)(Base); \$60,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)	\$270,000 Two deans of academics and 1 Title-I coordinator salaries (1000)(Base); \$60,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.	\$65,000 College Counselor salary (1000)(Base); \$15,000 Benefits (3000)(Base)	\$65,000 College Counselor salary (1000)(Base); \$15,000 Benefits (3000)(Base)

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p>	<p>Based on student needs and interests, we have offered the following AP courses this year: AP Spanish Language and Literature, AP World History, AP Calculus AB, BC, AP English Literature and Language, AP Computer Principals, and Computer, AP Statistics, AP Art, AP Government, AP Biology, AP Physics</p>	<p>\$20,000 AP Teacher additional salaries (1000) (Base) [Duplicated Expense: See Goal 2: Action 1]; \$3,000.00 AP course materials (3000)(Base)</p>	<p>\$20,000 AP Teacher additional salaries (1000) (Base) [Duplicated Expense: See Goal 2: Action 1]; \$3,000.00 AP course materials (3000)(Base)</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.</p>	<p>We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.</p>	<p>\$2,000 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base)</p>	<p>\$2,000 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base)</p>

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Students' SBAC scores reflect an increase in ELA scores by 10.9 points and Math scores by 2.3 points. The increase is due in part to our ELA(Study Sync) and Math (McGraw-Hill online curriculum) department's adoption of CCSS aligned digital curriculum because digital curriculum engages students and allows our teachers to provide targeted instruction based on the program's student performance data. The rigorous curriculum helps our overall student population rise to the challenge of state testing, and since implementing it, we have seen growth. Additionally, each month, teachers administer an Interim Block Assessment (IBA) and use the results to inform their curriculum. In the staff meeting following the IBA each month, English and Math Departments meet to discuss data and choose specific areas of remediation in each grade level. Furthermore, in English and Math classes, teachers commit to re-teaching skills based on data. Targeted interventions include ELD class, Saturday School, after school tutoring, and Power English and Power Math classes. Additionally, students' SBAC scores reflect an increase in EL proficiency. There were many factors which led to the increase in student performance. For example, we use FLEX literacy to teach our Power classes- a program which focuses on building the literacy of our EL students at their own pace. Additionally, at the beginning of each semester, our EL coordinator and English teachers meet to discuss and effectively roster the POWER classes. ELPAC and MAP data are used service/roster our EL and struggling students into intervention services. Furthermore, throughout the year, teachers attend PD's whose focus is on ELD standards. Our EL Coordinator has implemented a Tiered system of intervention this year to make meeting the needs of our EL students more efficient, and more data driven (tracking their progress over 6 week periods of intervention. For instance, students who enroll in Tier III intervention attend skill remediation with a credentialed English Teacher (also our Title I Coordinator), and receive a support plan which conveys to teachers the required supports for each student. Additionally, our teachers use the ELD component of study sync and share a writing curriculum. Finally, our school is very proud of its AP passing rate. Last year 33.6% of students who took the AP exam passed with a score of a 3 or higher. Our teachers are required to attend AP training and workshops in order to continue to grow and improve their instruction. AP teachers administer practice AP tests on Saturday to help prepare/familiarize students with the AP exam. Additionally, our AP calculus students go to an AP camp, where they spend 2 days practicing and reviewing for the actual AP exam. Finally, all AP students have access to the online Revolution K-12 AP preparation course for four weeks as a preparatory tool for their exam.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures

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.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. In order to maintain or build upon this success, we plan to improve our intervention program, share assessment calendar among teachers and resource staff to improve student access to curriculum, provide EL PD in our meetings (strategies shared with gen. ed. Teachers), and the continued use of POWER/ELD classes. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%

Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 5%

Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 3%

Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%

Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 75%

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online elective courses offered this year include: English, Math, Science, History, PE13 AP courses	\$2,040,000 Teacher salaries (1000)(Base); \$800,000 Benefits (3000)(Base); \$30,000 Field trip expenses (5000)(Base)	\$2,040,000 Teacher salaries (1000)(Base); \$800,000 Benefits (3000)(Base); \$30,000 Field trip expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.	\$255,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); \$61,000 Benefits (3000)(Base)	\$255,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); \$61,000 Benefits (3000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced	We offer Accelerated and Advanced Math classes and Advanced Math club to	\$85,000 1 Accelerated/Advanced	\$85,000 1 Accelerated/Advanced

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Math club to students in grades 6-8.	students in grades 6-8.	Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 400 Chromebooks and going to purchase 200 more for 2019-2020. Our teachers have participated in PD on Blended Learning.	\$60,000 1 IT staff salary (2000)(Base); \$15,000 Benefits (3000)(Base); \$150,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$15,500 Computers; \$78,500 Technology expenses	\$60,000 1 IT staff salary (2000)(Base); \$15,000 Benefits (3000)(Base); \$150,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$15,500 Computers; \$78,500 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our	\$10,000 Science materials (4000)(Base)	\$10,000 Science materials (4000)(Base)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and access to quality out-of-school STEAM activities and achievements.	students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.		

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Our STEAM program has been effective as measured by our progress towards our student body participation in STEAM focused projects, experiment, model or demo. A significant step toward helping our students achieve their maximum potential involves providing challenging and curriculum relevant STEAM competitions. Last year and this year, our students participated in yet another successful competition (STEAM EXPO), which allowed for all MPS wide and Southern California residents to attend STEAM events to explore STEAM through projects, demonstrations, visual and performing arts performances, and robotics competitions. Two of our STEAM educators received awards for their contributions to our communities. Additionally, MSA 1 hosted an annual STEAM festival at our school site, to help showcase students' research projects and invite parents and community members to share in their success. MSA has a very strong Robotics program which helps prepare students to participate in VEX Robotics competitions. This year, our Robotics team, MAGNOBOTS, has expanded to 3 teams. The participation data reflects that our students are expanding their role in STEAM community. Our STEAM participation has also spread into the classroom through more STEAM oriented projects. In our 7th grade history class this year, the teacher implemented a project where students researched a Renaissance Invention and then built a working model of that invention that

involved engineering working parts. In our goal to move students toward STEAM participation, projects in all subject areas that speak to science, technology, engineering, and math are important for enriching our students' STEAM experiences. Our teachers all use technology, and this history project was a step toward integrating more engineering experiences in our humanities curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

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.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Number of SSC meetings per year: 4	Current: 4	
Number of ELAC meetings per year: 4	Current: 4	
Number of PTF meetings per year: 4	Current: 7	
Number of activities/events for parent involvement per year: 5	Current: 5	
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.	
Number of progress reports sent to parents per year: 4	4	
Percentage of students who have been home-visited by the teachers per year: 25%	2017-18 (Baseline)	25%
	2018-19 (Current)	29%
	2018-19 (End of year Planned)	30%
ADA rate: 97%	2017-18 (Baseline)	97%
	2018-19 (Current)	96%

Expected

Actual

	2018-19 (End of year Projected)	97%
Chronic absenteeism rate: 7%	2017-18 (Baseline)	10%
	2018-19 (Current)	8%
	2018-19 (End of year Projected)	7%
Middle school dropout rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%
High school dropout rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%
Four-year cohort graduation rate: 100%	2017-18 (Baseline)	98%
	2018-19 (End of year Projected)	100%
Student suspension rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	2%
	2018-19 (End of year Projected)	2%
Student expulsion rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%

Expected

Actual

		2018-19 (End of year Projected)	0%
School experience survey participation rates will be:		School experience survey participation rates are:	
Students:	90%	Students:	100%
Families:	95%	Families:	72%
Staff:	85%	Staff:	100%
School experience survey average approval rates will be:		School experience survey average approval rates are:	
Students:	66%	Students:	66%
Families:	91%	Families:	95%
Staff:	86%	Staff:	81%

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	\$3,000 Parent meeting expenses (4000)(Title I)	\$1,000 Parent meeting expenses (4000)(Title I)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	\$2,000 Parent activities/events expenses (4000)(Base)	\$2,000.00 Parent activities/events expenses (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$7,257 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	\$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p>	<p>We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.</p>	<p>\$70,000.00 School Psychologist salary (1000) (S&C):\$15,000 Benefits (3000)(S&C); \$60,000 Edge Coach (1000)(S&C); \$15,000 Benefits (3000)(S&C);</p>	<p>\$75,000.00 School Psychologist salary (1000) (S&C):\$15,000 Benefits (3000)(S&C); \$60,000 Edge Coach (1000)(S&C); \$18,000 Benefits (3000)(S&C);</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	<p>We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	<p>\$135,000 1 Office Manager and 2 Office Clerk salaries (2000)(Base); \$45,000 Benefits (3000)(Base); \$1,500 Parent Reach notification program</p>	<p>\$128,000 1 Office Manager and 2 Office Clerk salaries (2000)(Base); \$38,400 Benefits (3000)(Base); \$1,500 ParentSquare program</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school</p>	<p>We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.</p>	<p>\$80,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense:</p>	<p>\$81,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10];</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
graduation.		See Goal 1: Action 10];	After school is providing the credit recovery program.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	\$150,000 2 Dean of Students (1000)(Base); \$30,000 Benefits (3000)(Base)	\$154,800 2 Dean of Students (1000)(Base); \$38,700 Benefits (3000)(Base)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	\$2,000 Panorama Education surveys (5000)(Base)	\$1,916 Panorama Education surveys (5000)(Base)

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

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

The actions/services to create school connectedness have been effective as measured by our progress towards MSA’s annual measurable outcomes. Our suspension rate is zero percent and this is due in part to having a Positive Behavior System in place. The positive reinforcement system helps augment student motivation to behave and holds them more accountable for their actions. The rewards chart is prominently displayed throughout school and serves as a daily reminder to students to work towards earning positive points. Students are able to earn positive points by following school rules, uniform compliance, teacher assistance, performing extra activities, helping to clean up, remembering to turn in their behavior slips, and by earning “caught being good” cards. Once a student has accumulated a certain number of points, he or she can earn a pass to the gym, a free dress day, or get access to WI-FI. Additionally, students are well aware of our school’s policies and sign a contract (Student/Parent handbook) stating that they read and understood all school rules. This ensures that they know what is expected of their behavior and also understand the consequences if and when rules are broken. Our “connectedness” is strong because our policies create reinforcement for positive contributions to our school-students share a responsibility to contribute to our campus’ atmosphere. Currently, our graduation rate is 100%. This

success is due in part to the individualized attention we give to our high school students. Our College counselor creates a 4 year graduation plan for each of our students and keeps track of their classes during their high school years. We also hold parent information nights to inform parents about college, financial aid, and the application process. The sharing of information helps parents to connect and support their children. Additionally, English teachers support all 68 of our seniors in writing a personal statement and are involved in all aspects of their graduation process, and share in the success of our graduates' acceptance to a 4 year university or a private college. This creates a sense of connectedness between students, parents and staff. Our overall survey satisfaction rates reflect that compared to the 2017-2018 survey, staff and student satisfaction rate has decreased by 8% and 6% respectively. The decreases in satisfaction rates reveal an area of need for our students and staff. Students reported wanting to improve our school site and expand our space to include a better place to eat and a sports field. While teachers expressed the need for bigger space, more student accountability regarding behavior, and a need for a gym, they acknowledge the school is heading in a great direction with the construction of the new High School building. A majority of our staff members commented on feeling supported by admin. Comments ranged from staff feeling grateful for having "small class size" to "administration is open to ideas and suggestions," and identified a "feeling of community." Parents are happy with the quality of education, inclusive learning environment, and family-like feeling. Families reported high satisfaction with "staff," "quality of education," and a "small and personal" school setting. Overall, surveys reflect appreciation for our staff and their ability to treat everyone with respect. Parents shared, "I like how it's safe for my kids and the teachers notify us [of]our kids' grades and behavior."

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

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.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. The updated outcomes and actions/services can be found in the Goals, Actions, and Services section of the LCAP.

Stakeholder Engagement

LCAP Year: 2019–20

Involvement Process for LCAP and Annual Update

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

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input and feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 180 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

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

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Continue using TeachBoost for teacher evaluations
- Increasing college preparedness by offering a college planning, dual enrollment with local colleges, and career exploration program for students early on, continue using Navience to maintain the effectiveness of the “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Continue investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Improving school facilities and the lunch program

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.

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

Unchanged Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials
- To ensure school facilities are maintained in good repair

Priority 2:

- To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

- To ensure EL students make annual progress in learning English
- To ensure our students are college/career ready

Priority 8:

- To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	90%	90%	90%	90%
Percentage of students performing	2016-17 (Baseline): All Students: 42%	2017-18 (Expected): All Students: 5	2018-19 (Expected): All Students: 5	2019-20 (Expected): All Students: 3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																							
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	<table border="1"> <tr><td>Disadvantaged: 55.0 points below standard</td></tr> <tr><td>Students with Disabilities: 140.2 points below standard</td></tr> <tr><td>Hispanic: 55.6 points below standard</td></tr> <tr><td>White: 39.0 points below standard</td></tr> </table>	Disadvantaged: 55.0 points below standard	Students with Disabilities: 140.2 points below standard	Hispanic: 55.6 points below standard	White: 39.0 points below standard	<table border="1"> <tr><td>Disadvantaged: 3 points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> <tr><td>White: 3 points up from the prior year</td></tr> </table>	Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year	<table border="1"> <tr><td>Disadvantaged: 3 points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> <tr><td>White: 3 points up from the prior year</td></tr> </table>	Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year	<table border="1"> <tr><td>Disadvantaged: 3 points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> <tr><td>White: 3 points up from the prior year</td></tr> </table>	Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year									
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Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	<table border="1"> <tr><td>2016-17 (Baseline):</td></tr> <tr><td>All Students: 45%</td></tr> <tr><td>English Learners: 2%</td></tr> <tr><td>Socioeconomically Disadvantaged: 38%</td></tr> <tr><td>Students with Disabilities: 3%</td></tr> <tr><td>Hispanic: 37%</td></tr> <tr><td>White: 65%</td></tr> </table>	2016-17 (Baseline):	All Students: 45%	English Learners: 2%	Socioeconomically Disadvantaged: 38%	Students with Disabilities: 3%	Hispanic: 37%	White: 65%	<table border="1"> <tr><td>2017-18 (Expected):</td></tr> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> <tr><td>English Learners: 2 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> </table>	2017-18 (Expected):	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	<table border="1"> <tr><td>2018-19 (Expected):</td></tr> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> <tr><td>English Learners: 2 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> </table>	2018-19 (Expected):	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	<table border="1"> <tr><td>2019-20 (Expected):</td></tr> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> <tr><td>English Learners: 2 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> </table>	2019-20 (Expected):	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year
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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	50%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	33%	12%	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	80%	78%	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both	48%	5 percentage points up from the prior year	5 percentage points up from the prior year	5 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA and Mathematics on Smarter Balanced Summative Assessments				
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	25%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	100%	100%	100%	100%
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%	100%	100%
Percentage of students who will meet or exceed college readiness	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
benchmarks for their grade level out of all students who participate in the PSAT test				

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,000	\$24,000	\$24,000
Source	Base	Base	Base
Budget Reference	\$7,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)	\$19,513 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)	\$21,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)

Action 2

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$434,213	\$449,476	\$193,221
Source	Base	Base	Base
Budget Reference	\$10,000.00 4100-4200 Books \$170,867.00 4300-supplies, materials \$252,346.00 4400 Equipment	\$100,000.00 4100-4200 Books \$230,000.00 4300-supplies, materials \$119,000.00 4400 4400 - Equipment	\$49,488.00 4100-4200 Books \$79,733.00 4300-supplies, materials \$64,000.00 4400 4400 - Equipment

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

2018-19 Actions/Services

We are adding a second campus

2019-20 Actions/Services

See description for 2017-18. We are separating Middle and High school. We need to add one more janitor

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$160,000	\$217,425	\$283,000
Source	Base	Base	Base
Budget Reference	\$50,000.00 5500 Janitorial Services, \$50,000.00 5615 Maintenance, \$60,000.00 2900, 3000 Custodian salary & benefits	5615, Repair and Maintenance \$55,000.00, 5500, Operation and housekeeping \$73,145.00 2900,3000 Janitors salaries and benefits \$89,280	5615, Repair and Maintenance \$60,000.00, 5500, Operation and housekeeping \$130,000.00 2900,3000 Janitors salaries and benefits \$93,000

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

2018-19 Actions/Services

We only used \$20K in 2017-18

2019-20 Actions/Services

We will have more staff

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$31,500	\$21,500	\$21,500
Source	Base	Base	Base
Budget Reference	\$30,000 Professional Development (5683)(Base); \$1,500 TeachBoost fees (5000)(Base);	\$13,700 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base);	\$20,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base)

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

2018-19 Actions/Services

We are increasing our number of the students

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,000	\$0	\$82,000.00
Source	Title I	Title I	Title I
Budget Reference	\$40,000 EL Coordinator salary (1000)(S&C); \$13,000 Benefits (3000)(S&C); \$2,000.00 EL supplemental materials (4000)(Title I)	\$66,814 EL Coordinator salary (1000)(S&C); \$13,000 Benefits (3000)(S&C); \$5000 EL supplemental materials (4000)(Title I)	\$62,000.00 EL Coordinator salary (1000)(S&C); \$20,000 Benefits (3000)(S&C); \$5000 EL supplemental materials (4000)(Title I)

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$0	\$4,000
Source	S&C	S&C	S&C
Budget Reference	\$4,000 Professional Development on ELD strategies (5000)(S&C)	\$4,000 Professional Development on ELD strategies (5000)(S&C)	\$4,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

During the day, Charter School will provide additional supports and interventions to all students, including ELs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
Amount	\$105,000	\$87,000	\$100,000
Source	Title I	Title I	Title I
Budget Reference	\$40,000 Intervention teacher salaries (1000)(Title I); \$50,000 Two teacher aide salaries (2000)(Title I); \$15,000 Benefits (3000)(Title I)	\$65,000 1 intervention teacher salaries (1000)(Title I);(Title I); \$22,000 Benefits (3000)(Title I)	\$73,000 1 intervention teachers salaries (1000)(Title I); \$27,000 Benefits (3000)(Title I)

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$16,350	\$
Source	Title I	Title I	
Budget Reference	\$20,000 Three teacher stipends (1000)(Title I)	\$16,350 Three teacher stipends (1000)(Title I)	

Action 9

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

Added a new Title 1 Math person

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
Amount	\$242,500	\$298,932.00	\$ 258,00.00
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	\$190,000 Two deans of academics and 1 Title-I coordinator salaries (1000)(Base); \$40,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)\$15,000 Three teacher stipends (1000)(ASES)	\$219,400 Two deans of academics and two Title-I coordinator salaries (1000)(Base); \$65,700 Benefits (3000)(Base); \$7,257 Illuminate SIS & DnA (5000)(Base); \$6,575 MAP testing fees (5000)(Title I)	\$181,850 Two deans of academics and two Title-I coordinator salaries (1000)(Base); \$62,318 Benefits (3000)(Base); \$7,257 Illuminate SIS & DnA (5000)(Base); \$6,575 MAP testing fees (5000)(Title I)

Action 10

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$79,000	\$80,000	\$95,000.00
Source	Base	Base	Base
Budget Reference	\$64,000 College Counselor salary (1000)(Base); \$15,000 Benefits (3000)(Base)	\$65,000 College Counselor salary (1000)(Base); \$15,000 Benefits (3000)(Base)	\$71,000 College Counselor salary (1000)(Base); \$24,000 Benefits (3000)(Base)

Action 11

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

See description for 2017-18

See description for 2017-18

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$20,000
Source	Base	Base	Base
Budget Reference	\$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$3000 AP course materials (3000)(Base)	\$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$3000 AP course materials (3000)(Base)	\$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$3000 AP course materials (3000)(Base)

Budgeted Expenditures

Action 12

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Base	Base	Base
Budget Reference	\$2,000 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base)	\$3,156 Naviance program (5000)(Base); \$2,000 College preparation materials (4000)(Base)	\$2,000 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base)

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

Unchanged Goal

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

- To increase student access to a broad course of study
- To offer innovative courses and programs

Priority 8:

- To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters				
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the	5%	5%	5%	5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Accelerated and/or Advanced Math class and/or Advanced Math club				
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%	80%	80%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18. We are adding 3 new teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,594,960	\$3,030,000	\$2,1985,780.00
Source	Base; Donations	Base; Donation	Base; Donations
Budget Reference	\$1,826,374 Teacher salaries (1000)(Base); \$768,586 Benefits (3000)(Base); \$25,000 Field trip expenses (5000)(Base)	\$2,200,000 Teacher salaries (1000)(Base); \$800,000 Benefits (3000)(Base); \$30,000 Field trip expenses (5000)(Base)	\$2,131,527.00 Teacher salaries (1000)(Base); \$814,253.00 Benefits (3000)(Base); \$40,000 Field trip expenses (5000)(Base)

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$310,000	\$340,600	\$151,320.00
Source	Base	Base	Base
Budget Reference	\$250,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); \$60,000 Benefits (3000)(Base)	\$262,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); \$78,600 Benefits (3000)(Base)	\$116,000 1 Principal and 2 Deans of Academics salaries (Duplicated expense) (1000)(Base); \$35,320.00 Benefits (3000)(Base)

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
Amount	\$85,000	\$87,000	\$
Source	Base	Base	Base
Budget Reference	\$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$87,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$349,000	\$352,250	\$309,800.00
Source	Base	Base	Base
Budget Reference	\$60,000 1 IT staff salary (2000)(Base); \$15,000 Benefits (3000)(Base); \$150,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$15,500 Computers; \$78,500 Technology expenses	\$60,000 1 IT staff salary (2000)(Base); \$15,000 Benefits (3000)(Base); \$161,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$55,000 Computers; \$61,000 Technology expenses	\$62,000 1 IT staff salary (2000)(Base); \$12,400 Benefits (3000)(Base); \$120,000.00 2 Computer/Technology teachers salary. Benefits (1000)(3000)(Base) \$52,400.00 [Duplicated Expense: See Goal 2: Action 1]; \$36,000 Computers;

Year	2017-18	2018-19	2019-20
			27,000 Technology expenses

Action 5

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Base	Base	Base
Budget Reference	\$10,000 Science materials (4000)(Base)	\$10,000 Science materials (4000)(Base)	\$10,000 Science materials (4000)(Base)

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

Unchanged Goal

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

Priority 5:

- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate

Priority 6:

- To avoid student suspension
- To avoid student expulsion

To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	4	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	4	4	4	4
Number of activities/events for parent involvement per year	5	5	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	25%	41%	25%	25%
ADA rate	97%	97%	97%	97%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic absenteeism rate	10%	8%	7%	6%
Middle school dropout rate	0%	0%	0%	0%
High school dropout rate	0%	0%	0%	0%
Four-year cohort graduation rate	98%	100%	100%	100%
Student suspension rate	0%	0%	0%	0%
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 90%	Students: 90%	Students: 90%	Students: 90%
	Families: 85%	Families: 100%	Families: 95%	Families: 95%
	Staff: 75%	Staff: 98%	Staff: 85%	Staff: 85%
School experience survey average approval rates	Students: 60%	Students: 65%	Students: 66%	Students: 70%
	Families: 85%	Families: 90%	Families: 91%	Families: 95%
	Staff: 75%	Staff: 80%	Staff: 86%	Staff: 85%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$2,000
Source	Base	Base	Base
Budget Reference	\$3,000 Parent meeting expenses (4000)(Title I)	\$3,000 Parent meeting expenses (4000)(Title I)	\$2,000 Parent meeting expenses (4000)(Title I)

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	\$2,000 Parent activities/events expenses (4000)(Base)	\$2,000 Parent activities/events expenses (4000)(Base)	\$2,000 Parent activities/events expenses (5000)(Base)

Action 3

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$6,500	\$
Source	Base	Base	Base
Budget Reference	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$20,000
Source	Title I	Title I	Title I
Budget Reference	\$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
Amount	\$90,000	\$165,000	\$99,260
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	\$60,000 Edge Coach (1000)(S&C); \$15,000 Benefits (3000)(S&C);	\$70,000 School Psychologist salary (1000)(S&C); \$15,000 Benefits (3000)(S&C); \$60,000.00 Edge Coaching Salary (1000)(S&C), \$15,000 Benefits (3000)(S&C)	\$78,000 School Psychologist salary (1000)(S&C); \$21,260 Benefits (3000)(S&C);

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$121,500	\$181,500	\$181,500
Source	Base	Base	Base
Budget Reference	\$90,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$30,000 Benefits (3000)(Base); \$1,500 Parent Reach notification program	\$135,000 1 Office Manager and 2 Office Clerk salaries (2000)(Base); \$45,000 Benefits (3000)(Base); \$1,500 Parent Reach notification program	\$135,000 1 Office Manager and 2 Office Clerk salaries (2000)(Base); \$45,000 Benefits (3000)(Base); \$1,500 Parent Reach notification program

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80,000	\$80,000	\$
Source	Base	Base	Base
Budget Reference	\$80,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10];	\$80,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10];	College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

2018-19 Actions/Services

See description for 2017-18
We are adding one more dean due to increase of the students' number

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000	\$180,000	\$195,200
Source	Base	Base	Base
Budget Reference	\$75,000 1 Dean of Students (1000)(Base); \$15,000 Benefits (3000)(Base)	\$150,000 2 Dean of Students (1000)(Base); \$30,000 Benefits (3000)(Base)	\$160,000 2 Dean of Students (1000)(Base); \$35,200 Benefits (3000)(Base)

Action 9

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	Base	Base	Base
Budget Reference	\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 10

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will annually administer school experience surveys to students, parents, and staff.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	\$2,000 Panorama Education surveys (5000)(Base)	\$2,000 Panorama Education surveys (5000)(Base)	\$2,000 Panorama Education surveys (5000)(Base)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,807,444

32.86 %

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).

- ♣ Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- ♣ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ♣ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and

listening, and academic vocabulary.

- ♣ During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.
- ♣ Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- ♣ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- ♣ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- ♣ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,589,144

32.85 %

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).

♣ Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

♣ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

♣ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

- ♣ During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.
- ♣ Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- ♣ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- ♣ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- ♣ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,433,190

35.22 %

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).

♣ Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

♣ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

♣ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

- ♣ During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.
- ♣ Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- ♣ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- ♣ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- ♣ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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)

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

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-2	Steven Keskindurk, Principal	skeskinturk@magnoliapublicschools.org (818) 758-0300

2018-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy-2 (MSA-2 Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-2’s mission is to provide “a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.” MSA-2 currently has 470 students in grades 6-12, and mainly draws enrollment from Van Nuys, CA, and neighboring communities. MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. MSA-2 adopted the Gates Model of providing its students with a small school environment, staffed with high quality educators and dedicated professionals whose sole purpose is to educate and prepare each child for higher education. Classroom instruction at MSA-2 is supplemented by tutoring, after-school programs, Saturday school enrichment, morning school support, and school-to-university pathways.

MSA-2 currently has 470 students in grades 6-12, and mainly draws enrollment from Van Nuys, Reseda, and Lake Balboa, CA and neighboring communities. The neighborhoods that MSA-2 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-2 serves faces economic challenges. MSA-2 has a diverse enrollment, including 80% Hispanic/Latino, 8% White, 91% Socioeconomically Disadvantaged, 18% Special Education, and 12% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of

society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-2 is supplemented by tutoring, after-school programs, and school-to-university links.

LCAP Highlights

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

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
- In the last year, our growth of satisfaction rates in staff and parent surveys went from 85% favorable to 94% favorable (9% increase), and 81% favorable to 87 % favorable (6% increase), respectively.
- The need to continue our improvements in designated/integrated English Learner services
- Providing counseling and positive behavior intervention support services to our students
- Continue using teacher evaluation system 'teachboost'
- Our overall proficiency on the SBAC in Math significantly increased by 20.3 points.
- 98% graduation rate; college bound high school students.
- Named by U.S. News World Report the 218th top-performing high schools in California with a Silver Medal.
- We offer a very strong Robotics program which helps prepare students to participate in VEX Robotics competitions. Our Robotics team represented California in the 2018 VEX National Robotics Competition in Iowa.
- Classes using blended learning effectively
- The full inclusion of your special education students
- Professional development around explicit direct instruction

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

MSA-2 has a 98% graduation rate. To maintain this high rate, we will continue to track student diploma requirements throughout the four years. Students are able to recover any missing credit during summer or regular terms. Students are able to take college courses on MSA2 campus or at college campus to earn dual-enrollment credits and move ahead with their requirements.

MSA-2's suspension rate has been very low. We will implement Positive Behavior Intervention System to promote positive behavior and culture.

The English Learner Progress have also been very high. We will continue to support our English Learners in designated classes as well as in core classes.

This year, MSA-2 students have shown significant improvement in overall and subgroup math scores. Students will continuously receive intervention support in regular classes. Extended learning, such as after school tutoring and Saturday school, will continue to be available to those students who need extra support.

Referring to the California School Dashboard, 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

The overall English Language Art scores have declined by 3.9 points. Detailed report shows that the socioeconomically disadvantaged and English learner subgroups had a decline, students with disabilities maintained their score and white students have increased their scores significantly. To support teachers and students, we will use different resources to target student needs. We will use online resources like MobyMax, Vocabulary.com, Readworks, and NewsELA to differentiate and target intervention. We will also support teachers on implementing the Study Sync curriculum to maximize student learning. We will use the interim assessments (IAB and ICA) regularly to have students practice and use the data to tailor instruction.

Referring to the California School Dashboard, 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

Under the English Language Arts indicator, the English Learner and students with disabilities subgroups have scored lower than the overall average. To support these students, the resource teachers will work with the general education teachers to identify and target the needs of any students who will benefit from accommodations. Students will be given proper settings on the SBAC test to meet their needs. Study skill programs will be given to all students to teach basic skills like test taking strategies. The English Language Development Coordinator will also work with teachers to provide strategies on how to make the curriculum accessible to these students.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2017–18

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

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%

Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%

Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%

Percentage of students who have sufficient access to standards-aligned instructional materials: 100%

Percentage of items on facility inspection checklists in compliance/good standing: 90%

Percentage of items on facility inspection checklists in compliance/good standing: 90%

Percentage of state standards implementation for all students: 100%

Percentage of state standards implementation for all students: 100%

Empty box for additional expected outcomes.

Empty box for additional actual outcomes.

Expected

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8):

2018-19 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Actual

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	33%
English Learners:	3%
Socioeconomically Disadvantaged:	32%
Students with Disabilities:	8%
Hispanic:	29%
White:	71%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Expected

Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	5 points up from the prior year
English Learners:	5 points up from the prior year
Socioeconomically Disadvantaged:	5 points up from the prior year
Students with Disabilities:	5 points up from the prior year
Hispanic:	5 points up from the prior year
White:	5 points up from the prior year

Actual

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	49.7 points below standard
English Learners:	91.6 points below standard
Socioeconomically Disadvantaged:	51.4 points below standard
Students with Disabilities:	127.9 points below standard
Hispanic:	57.0 points below standard
White:	5.3 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Expected

Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):

2018-19 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Actual

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Reading assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	52%
English Learners:	48.3%
Socioeconomically Disadvantaged:	51.5%
Students with Disabilities:	48.3%
Hispanic:	51.0%
White:	61.9%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Expected

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):

2018-19 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Actual

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	24%
English Learners:	0%
Socioeconomically Disadvantaged:	24%
Students with Disabilities:	6%
Hispanic:	21%
White:	52%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Expected

Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	5 points up from the prior year
English Learners:	5 points up from the prior year
Socioeconomically Disadvantaged:	5 points up from the prior year
Students with Disabilities:	5 points up from the prior year
Hispanic:	5 points up from the prior year
White:	5 points up from the prior year

Actual

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	62.3 points below standard
English Learners:	111.6 points below standard
Socioeconomically Disadvantaged:	62.7 points below standard
Students with Disabilities:	102.9 points below standard
Hispanic:	68.3 points below standard
White:	35.0 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Expected

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

2018-19 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Actual

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Mathematics assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	45.6%
English Learners:	50.0%
Socioeconomically Disadvantaged:	45.8%
Students with Disabilities:	45.8%
Hispanic:	45.4%
White:	40%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Expected

Actual

Percentage of EL students making annual progress in learning English as measured by the ELPAC:

2 percentage points up from the prior year

2018-19 ELPI data is not available at this time. The following table shows 2017-18 ELPAC performance data of our ELs.

2017-18 (Baseline):

Level 4 - Well Developed	15.4%
Level 3 - Moderately Developed	35.9%
Level 2 - Somewhat Developed	39.7%
Level 1 – Beginning Stage	9.0%

Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually:

1 percentage point up from the prior year

2017-18 (Baseline)	4.8%
2018-19 (Projected)	15.2 percentage point up from the prior year

Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 80%

2017-18 (Baseline)	79%
2018-19 (End of first semester)	78%
2018-19 (End of second semester Projected)	80%

Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments:

2 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following table shows 2017-18 proficiency rates of our graduating seniors on the CAASPP-ELA/Literacy and Mathematics assessments and projected increase in 2018-19.

2017-18 (Baseline)	49%
2018-19 (Projected)	6 percentage points up from the prior year

Expected

Actual

<p>Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 2 percentage points up from the prior year</p>	<table border="1"> <tr> <td>2017-18 (Baseline)</td> <td>65.2%</td> </tr> <tr> <td>2018-19 (Projected)</td> <td>50%</td> </tr> </table>	2017-18 (Baseline)	65.2%	2018-19 (Projected)	50%
2017-18 (Baseline)	65.2%				
2018-19 (Projected)	50%				
<p>Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 2 percentage points up from the prior year</p>	<table border="1"> <tr> <td>2017-18 (Baseline)</td> <td>91%</td> </tr> <tr> <td>2018-19 (Projected)</td> <td>4 percentage points up from the prior year</td> </tr> </table>	2017-18 (Baseline)	91%	2018-19 (Projected)	4 percentage points up from the prior year
2017-18 (Baseline)	91%				
2018-19 (Projected)	4 percentage points up from the prior year				
<p>Percentage of students in grades 9-11 who will participate in the PSAT test: 100%</p>	<p>Percentage of students in grades 9-11 who have participated in the PSAT test: 86%</p>				
<p>Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 2 percentage points up from the prior year</p>	<table border="1"> <tr> <td>2017-18 (Baseline)</td> <td>15%</td> </tr> <tr> <td>2018-19 (Actual)</td> <td>15%</td> </tr> </table>	2017-18 (Baseline)	15%	2018-19 (Actual)	15%
2017-18 (Baseline)	15%				
2018-19 (Actual)	15%				

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.</p>	<p>All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments.</p>	<p>\$24,000 BTSA expenses (5000)(Base); \$6,000 EL authorization expenses (5000)(Base)</p>	<p>\$15,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	"\$80,000 Books (4100-4200); \$77,000 Supplies, materials (4300), \$36,000 Equipment (4400)"	"\$10,944 Books (4100-4200); \$74,199 Supplies, materials (4300), \$14,196 Equipment (4400)"

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	\$50,000 Janitorial Services (5500), Maintenance (5615), Custodian salary & benefits (2900, 3000)	\$12,803 Janitorial Services (5500), \$32,134 Maintenance (5615), \$60,000 Custodian salary & benefits (2900, 3000)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	\$70,000 Professional Development (5800); \$7,500 TeachBoost fees, MAP Testing (5000)	\$32,896 Professional Development (5800); \$3,000 TeachBoost fees, MAP Testing (5000)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and feedback through classroom visits.			

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	\$5,000 Focused PD on ELD standards (5863) \$20,000 EL supplemental materials (4000)(Title I)	\$5,000 Focused PD on ELD standards (5863) \$20,000 EL supplemental materials (4000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.	\$5,000 Professional Development on ELD strategies (5863)(S&C)	\$3,000 Professional Development on ELD strategies (5863)(S&C)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.			

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.	\$35,000 Intervention teacher salaries (Math and English Teachers) (1000)(Title I)	\$35,000 Intervention teacher salaries (Math and English Teachers) (1000)(Title I)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$37,000 After school and Saturday ELA/math tutoring teacher stipends (1000)(ASES)	\$30,000 After school and Saturday ELA/math tutoring teacher stipends (1000)(ASES)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.</p>	<p>Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.</p>	<p>Duplicate of Goal 2, Action 2</p>	<p>Duplicate of Goal 2, Action 2</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.</p>	<p>Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.</p>	<p>\$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base)</p>	<p>\$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base)</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p>	<p>Based on student needs and interests, we have offered the following AP courses this year: AP Spanish, AP World History, AP Biology, AP English Language, AP Computer</p>	<p>\$85,000.00 1100 AP teacher add-on salaries 4300 AP Course materials 5863 AP workshops, test fees</p>	<p>\$85,000.00 1100 AP teacher add-on salaries 4300 AP Course materials 5863 AP workshops, test fees</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.</p>	<p>We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.</p>	<p>\$70,000.00 1100 Advisory/ College Readiness teacher salaries 4320 Naviance College readiness 3010 Myon</p>	<p>\$70,000.00 1100 Advisory/ College Readiness teacher salaries 4320 Naviance College readiness 3010 Myon</p>

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The math SBAC scores have increased significantly. The CCSS aligned curriculum and the online resources have helped teachers prepare standard based lessons and target intervention based on the needs of students.

Saturday school structure has been changed to meet the needs of the students who need the one-on-one support. The program helped students pass their classes and improve their scores on MAP and SBAC tests.

Dual-enrollment opportunities are not limited to courses students can take at college campuses. The participation rate for the on-campus college course is above the expected number. Next year we will increase the number of courses offered on campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We are adding a School Psychologist to our staffing to support students with their socially and emotionally needs. Other than this, we only have minor differences between Budgeted and Estimated Actual Expenditures.

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.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: **100%**

Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: **100%**

Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: **100%**

Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: **100%**

Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: **5%**

Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: **3%**

Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: **100%**

Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: **100%**

Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: **80%**

Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: **75%**

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.</p>	<p>We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online elective courses offered this year include: XXX, YYY, and ZZZ.</p>	<p>\$1,677,509.00 1100 -3000 Teacher salaries and benefits</p>	<p>\$1,304,897.00 1100 -3000 Teacher salaries and benefits</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.</p>	<p>We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.</p>	<p>\$80,000.00 1100, 1300 Deans of Academics</p>	<p>\$80,000.00 1100, 1300 Deans of Academics</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced</p>	<p>We offer Accelerated and Advanced Math classes and Advanced Math club to</p>	<p>Duplicated expense, included in Goal 2 Action</p>	<p>Duplicated expense, included in Goal 2</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Math club to students in grades 6-8.	students in grades 6-8.	1	Action 1

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.	\$90,000.00 \$70,000.00 Computer/Technology teacher salaries & benefits (1100) \$20,000.00 Focused PD on Blended Learning (5863)	\$90,000.00 \$70,000.00 Computer/Technology teacher salaries & benefits (1100) \$20,000.00 Focused PD on Blended Learning (5863)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.	\$15,000.00 \$10,000.00 4325 Instructional Materials \$5,000.00 5814 Academics competitions	\$10,000.00 4325 Instructional Materials \$16,306.00 5814 Academics competitions

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention your Advanced Math class/club participation or success, Computer class participation and passing rates, STEAM project completion, etc.

Our VEX Robotics team represented California in the 2018 VEX National Robotics Competition in Iowa.

Our advanced math pathway includes students from grades 6th-8th who will be able to take high school math courses as early as seventh grade. These students are selected by their performance in their SBAC and MAP testing as well as maintaining a high grade in their math class.

MSA-2 students have competed in various academic competitions including LA City Math College Competition, MathCounts, and AMC8.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

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.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6
 Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Number of SSC meetings per year: 4	Current: 4
Number of ELAC meetings per year: 4	Current: 4
Number of PTF meetings per year: 4	Current: 4
Number of activities/events for parent involvement per year: 5	Current: 44 By the end of 2018-19 (Planned): 45
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.
Number of progress reports sent to parents per year: 4	Current: 4
Percentage of students who have been home-visited by the teachers per year: 25%	2017-18 (Baseline) 26%
	2018-19 (Current) 17%
	2018-19 (End of year Planned) 25%
ADA rate: 97%	2017-18 (Baseline) 96.4%
	2018-19 (Current) 95%
	2018-19 (End of year Projected) 95%

Expected

Actual

Chronic absenteeism rate: 8%	2017-18 (Baseline)	13.2%	
	2018-19 (Current)	11.6%	
	2018-19 (End of year Projected)	11.6%	
Middle school dropout rate: 0%	2017-18 (Baseline)	0%	
	2018-19 (Current)	0%	
	2018-19 (End of year Projected)	0%	
High school dropout rate: 0%	2017-18 (Baseline)	0%	
	2018-19 (Current)	0%	
	2018-19 (End of year Projected)	0%	
Four-year cohort graduation rate: 100%	2017-18 (Baseline)	92.1%	
	2018-19 (End of year Projected)	95%	
Student suspension rate: 0%	2017-18 (Baseline)	0%	
	2018-19 (Current)	0%	
	2018-19 (End of year Projected)	0%	
Student expulsion rate: 0%	2017-18 (Baseline)	0.21%	
	2018-19 (Current)	0.2%	
	2018-19 (End of year Projected)	0.2%	
School experience survey participation rates will be:		School experience survey participation rates are:	
Students:	90%	Students:	89%
Families:	85%	Families:	100%

Expected

Actual

Staff:	75%	Staff:	95%
School experience survey average approval rates will be:		School experience survey average approval rates are:	
Students:	85%	Students:	72%
Families:	95%	Families:	91%
Staff:	85%	Staff:	83%

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	\$10,000.00 4720 Other food	\$2,091 Parent meeting expenses (4000)(Title I)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. You can add more events here that promote parental participation.	\$10,000.00 4720 Other food	\$2,091 Parent meeting expenses (4000)(Title I)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.</p>	<p>We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.</p>	<p>\$35,000.00 5887 CoolSIS</p>	<p>\$25,000.00 5887 CoolSIS</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p>	<p>Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.</p>	<p>\$20,000.00 3010 Home-visit stipends</p>	<p>\$20,000.00 3010 Home-visit stipends</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p>	<p>We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.</p>	<p>\$140,000.00 1100 Dean of Culture and Life Skills teacher salary & benefits</p>	<p>\$140,000.00 1100 Dean of Culture and Life Skills teacher salary & benefits</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$55,000.00 1100 Attendance clerk salary & benefits	\$55,000.00 1100 Attendance clerk salary & benefits

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	\$10,000.00 Fuel Ed and APEX credit recovery course fees	\$10,000.00 Fuel Ed and APEX credit recovery course fees

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	\$80,000.00 1100 Dean of Students salary & benefits	\$80,000.00 1100 Dean of Students salary & benefits

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	\$15,000.00 5863 Teacher PD on classroom management	\$15,000.00 5863 Teacher PD on classroom management

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	\$5,000.00 5822 Panorama Education	\$2,000.00 5822 Panorama Education

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to

suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

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

The actions/services to create school connectedness have been effective as measured by progress towards our annual measurable outcomes. We initiated a Positive Behavioral Interventions and Supports (PBIS) Team this year in partnership with LACOE where we have sent our coach and administrators to 6 full-day trainings, including 3 full-day trainings with our PBIS support team members. As part of this program, a new behavioral matrix was created for school wide settings which match our new "Be RAD" behavioral expectations program (Be Respectful Attentive Dependable). Another element of connection built into the school is the ASB student government who are elected by their peers to serve in leadership roles and who provide recommendations for the school. Amongst these recommendations was including an off-site extended lunch time reward incentive program for 11th graders that was piloted this year based upon students passing all of their classes, having no tardiness, and being compliant with uniform and electronics expectations each week. In addition, students from all grade levels were awarded weekly free dress passes for following uniform, truancy, and electronics expectations throughout the year. An additional aspect of connection was a 6th grade anti-bullying and self-esteem workshop which was taught by 2 high school students twice per week based on student feedback in surveys during the Spring semester. Additionally, we have a peer mentorship program which offers middle school students a high school mentor to build their social-emotional support through connection with another student on campus. Our Discipline/Reflection Committee helps provide alternatives to suspension to students who have made certain infractions which provide reintegration plans that include recommended steps such as volunteer services, parent/student workshops, counseling services, reflection essay writing, after school program involvement and other interventions an alternative to suspension in accordance with Restorative Justice practices. These programs help students build connection with their community, their school, their families, and the ones they have wronged to help build their self-confidence and learn replacement behaviors. In additional, students and their families participate in mediations following verbal or physical altercations. Parents have open access to the administration during weekly Coffee with the Principal meetings where they are able to share their concerns and have their questions addressed on an ongoing basis to build connection with the School Beyond this, we have Parent College which takes place on weekends supporting parents with the necessary steps for their children to be able to attend universities and colleges, as well as hosting college visits with families. All of these programs are monitored by regular feedback meetings and through surveys which are given to show connection effectiveness. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention suspension rate, ADA rate, graduation rate, and survey average approval rates, etc. to demonstrate school connectedness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

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.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year: 2019–20

Involvement Process for LCAP and Annual Update

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

In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including weekly Coffee with the Principal meetings on Friday's,

weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 100 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

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

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Continue using Teachboost for teacher evaluations
- Increasing college preparedness by offering a college planning, dual enrollment with local colleges, and career exploration program for students early on, continue using Navience to maintain the effectiveness of the “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Continue investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Improving school facilities and the lunch program

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.

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

Unchanged Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials
- To ensure school facilities are maintained in good repair

Priority 2:

- To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

- To ensure EL students make annual progress in learning English
- To ensure our students are college/career ready

Priority 8:

- To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in	90%	90%	90%	90%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																								
compliance/good standing																												
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	<p>2016-17 (Baseline):</p> <table border="1" data-bbox="409 367 756 764"> <tr><td>All Students: 33%</td></tr> <tr><td>English Learners: 3%</td></tr> <tr><td>Socioeconomically Disadvantaged: 32%</td></tr> <tr><td>Students with Disabilities: 8%</td></tr> <tr><td>Hispanic: 29%</td></tr> <tr><td>White: 71%</td></tr> </table>	All Students: 33%	English Learners: 3%	Socioeconomically Disadvantaged: 32%	Students with Disabilities: 8%	Hispanic: 29%	White: 71%	<p>2017-18 (Expected):</p> <table border="1" data-bbox="808 367 1150 1203"> <tr><td>All Students: 5 percentage points up from the prior year</td></tr> <tr><td>English Learners: 5 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 5 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 5 percentage points up from the prior year</td></tr> <tr><td>White: 5 percentage points up from the prior year</td></tr> </table>	All Students: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year	<p>2018-19 (Expected):</p> <table border="1" data-bbox="1207 367 1556 1203"> <tr><td>All Students: 3 percentage points up from the prior year</td></tr> <tr><td>English Learners: 1 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 3 percentage points up from the prior year</td></tr> <tr><td>White: 2 percentage points up from the prior year</td></tr> </table>	All Students: 3 percentage points up from the prior year	English Learners: 1 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year	White: 2 percentage points up from the prior year	<p>2019-20 (Expected):</p> <table border="1" data-bbox="1606 367 1963 1203"> <tr><td>All Students: 3 percentage points up from the prior year</td></tr> <tr><td>English Learners: 1 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 3 percentage points up from the prior year</td></tr> <tr><td>White: 2 percentage points up from the prior year</td></tr> </table>	All Students: 3 percentage points up from the prior year	English Learners: 1 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year	White: 2 percentage points up from the prior year
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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																								
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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																								
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2016-17 (Baseline): <table border="1" data-bbox="409 509 756 906"> <tr> <td>All Students: 24%</td> </tr> <tr> <td>English Learners: 0%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 24%</td> </tr> <tr> <td>Students with Disabilities: 6%</td> </tr> <tr> <td>Hispanic: 21%</td> </tr> <tr> <td>White: 52%</td> </tr> </table>	All Students: 24%	English Learners: 0%	Socioeconomically Disadvantaged: 24%	Students with Disabilities: 6%	Hispanic: 21%	White: 52%	2017-18 (Expected): <table border="1" data-bbox="806 509 1152 1344"> <tr> <td>All Students: 5 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 5 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 5 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 5 percentage points up from the prior year</td> </tr> <tr> <td>White: 5 percentage points up from the prior year</td> </tr> </table>	All Students: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year	2018-19 (Expected): <table border="1" data-bbox="1211 509 1558 1344"> <tr> <td>All Students: 3 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 3 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 3 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 3 percentage points up from the prior year</td> </tr> <tr> <td>White: 3 percentage points up from the prior year</td> </tr> </table>	All Students: 3 percentage points up from the prior year	English Learners: 3 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year	White: 3 percentage points up from the prior year	2019-20 (Expected): <table border="1" data-bbox="1617 509 1963 1344"> <tr> <td>All Students: 3 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 3 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 3 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 3 percentage points up from the prior year</td> </tr> <tr> <td>White: 3 percentage points up from the prior year</td> </tr> </table>	All Students: 3 percentage points up from the prior year	English Learners: 3 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year	White: 3 percentage points up from the prior year
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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																								
Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)	<p>2016-17 (Baseline):</p> <table border="1"> <tr> <td>All Students: 62.3 points below standard</td> </tr> <tr> <td>English Learners: 111.6 points below standard</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 62.7 points below standard</td> </tr> <tr> <td>Students with Disabilities: 102.9 points below standard</td> </tr> <tr> <td>Hispanic: 68.3 points below standard</td> </tr> <tr> <td>White: 35.0 points below standard</td> </tr> </table>	All Students: 62.3 points below standard	English Learners: 111.6 points below standard	Socioeconomically Disadvantaged: 62.7 points below standard	Students with Disabilities: 102.9 points below standard	Hispanic: 68.3 points below standard	White: 35.0 points below standard	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td>All Students: 5 points up from the prior year</td> </tr> <tr> <td>English Learners: 5 points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 5 points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 5 points up from the prior year</td> </tr> <tr> <td>Hispanic: 5 points up from the prior year</td> </tr> <tr> <td>White: 5 points up from the prior year</td> </tr> </table>	All Students: 5 points up from the prior year	English Learners: 5 points up from the prior year	Socioeconomically Disadvantaged: 5 points up from the prior year	Students with Disabilities: 5 points up from the prior year	Hispanic: 5 points up from the prior year	White: 5 points up from the prior year	<p>2018-19 (Expected):</p> <table border="1"> <tr> <td>All Students: 3 points up from the prior year</td> </tr> <tr> <td>English Learners: 3 points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3 points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 3 points up from the prior year</td> </tr> <tr> <td>Hispanic: 3 points up from the prior year</td> </tr> <tr> <td>White: 3 points up from the prior year</td> </tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year	<p>2019-20 (Expected):</p> <table border="1"> <tr> <td>All Students: 3 points up from the prior year</td> </tr> <tr> <td>English Learners: 3 points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3 points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 3 points up from the prior year</td> </tr> <tr> <td>Hispanic: 3 points up from the prior year</td> </tr> <tr> <td>White: 3 points up from the prior year</td> </tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year
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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																								
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2016-17 (Baseline): <table border="1" data-bbox="411 597 758 1068"> <tr> <td>All Students: 45.6%</td> </tr> <tr> <td>English Learners: 50.0%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 45.8%</td> </tr> <tr> <td>Students with Disabilities: 45.8%</td> </tr> <tr> <td>Hispanic: 45.4%</td> </tr> <tr> <td>White: 40.0%</td> </tr> </table>	All Students: 45.6%	English Learners: 50.0%	Socioeconomically Disadvantaged: 45.8%	Students with Disabilities: 45.8%	Hispanic: 45.4%	White: 40.0%	2017-18 (Expected): <table border="1" data-bbox="810 597 1157 1433"> <tr> <td>All Students: 5 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 5 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 5 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 5 percentage points up from the prior year</td> </tr> <tr> <td>White: 5 percentage points up from the prior year</td> </tr> </table>	All Students: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year	2018-19 (Expected): <table border="1" data-bbox="1209 597 1556 1433"> <tr> <td>All Students: 2 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 2 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 2 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 2 percentage points up from the prior year</td> </tr> <tr> <td>White: 2 percentage points up from the prior year</td> </tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year	2019-20 (Expected): <table border="1" data-bbox="1608 597 1990 1433"> <tr> <td>All Students: 2 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 2 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 2 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 2 percentage points up from the prior year</td> </tr> <tr> <td>White: 2 percentage points up from the prior year</td> </tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year
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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of EL students making annual progress in learning English as measured by the ELPAC	88.7%	Maintain	Maintain	Maintain
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	4.8%	15.2 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	79%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on	49%	6 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Smarter Balanced Summative Assessments				
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	65.2%	Maintain	Maintain	Maintain
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	91%	4 percentage points up from the prior year	Maintain	Maintain
Percentage of students in grades 9-11 who will participate in the PSAT test	86%	9 percentage points up from the prior year	Maintain	Maintain
Percentage of students who will meet or exceed college readiness benchmarks for their grade level	15%	Maintain	Maintain	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
out of all students who participate in the PSAT test				

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$26,000	\$26,000
Source	Base	Base	Base
Budget Reference	\$24,000 BTSA expenses (5000)(Base); \$6,000 EL authorization expenses (5000)(Base)	\$20,000 BTSA expenses (5000)(Base); \$6,000 EL authorization expenses (5000)(Base)	\$20,000 BTSA expenses (5000)(Base); \$6,000 EL authorization expenses (5000)(Base)

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$250,000	\$280,000	\$280,000
Source	Base	Base	Base
Budget	\$80,000 Books (4100-4200);	\$30,000 Books (4100-4200);	\$30,000 Books (4100-4200);

Year	2017-18	2018-19	2019-20
Reference	\$77,000 Supplies, materials (4300), \$36,000 Equipment (4400)	\$115,000,199 Supplies, materials (4300), \$135,000 Equipment (4400)	\$115,000,199 Supplies, materials (4300), \$135,000 Equipment (4400)

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$127,000	\$127,000
Source	Base	Base	Base
Budget Reference	Janitorial Services (5500), Maintenance (5615), Custodian salary & benefits (2900, 3000)	\$17,000 Operation and housekeeping (5500), \$50,000 Repair and Maintenance (5615), \$60,000 Janitors salary & benefits (2900, 3000)	\$17,000 Operation and housekeeping (5500), \$50,000 Repair and Maintenance (5615), \$60,000 Janitors salary & benefits (2900, 3000)

Action 4

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$77,500	\$43,000	\$43,000
Source	Base	Base	Base
Budget Reference	\$70,000 Professional Development (5800); \$7,500 TeachBoost fees, MAP Testing (5000)	\$40,000 Professional Development (5800); \$3,000 TeachBoost fees, MAP Testing (5000)	\$40,000 Professional Development (5800); \$3,000 TeachBoost fees, MAP Testing (5000)

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$75,000	\$75,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	\$5,000 Focused PD on ELD standards (5863); \$20,000 EL supplemental materials (4000)(Title I)	"\$60,000 EL Coordinator salary (1000)(S&C); \$10,000 Benefits (3000)(S&C); \$5000 EL supplemental materials (4000)(Title I)	"\$60,000 EL Coordinator salary (1000)(S&C); \$10,000 Benefits (3000)(S&C); \$5000 EL supplemental materials (4000)(Title I)

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$4,000	\$4,000
Source	S&C	S&C	S&C
Budget Reference	\$5,000 Professional Development on ELD strategies (5863)(S&C)	\$4,000 Professional Development on ELD strategies (5863)(S&C)	\$4,000 Professional Development on ELD strategies (5863)(S&C)

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

During the day, Charter School will provide additional supports and interventions to all students, including ELs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$170,000	\$170,000
Source	Title I	Title I	Title I
Budget Reference	\$35,000 Intervention teacher salaries (Math and English Teachers) (1000)(Title I)	\$120,000 2 Intervention teachers' salaries (1000)(Title I); \$30,000 Benefits (3000)(Title I)	\$120,000 2 Intervention teachers' salaries (1000)(Title I); \$30,000 Benefits (3000)(Title I)

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$37,000	\$45,000	\$45,000
Source	ASES	ASES	ASES
Budget Reference	\$37,000 After school and Saturday ELA/math tutoring teacher stipends (1000)(ASES)	\$45,000 After school and Saturday ELA/math tutoring teacher stipends (1000)(ASES)	\$45,000 After school and Saturday ELA/math tutoring teacher stipends (1000)(ASES)

Action 9

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$252,500	\$252,500
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	Duplicate of Goal 2, Action 2	"\$200,000 Two deans of academics and one Title-I coordinator salaries (1000)(Base); \$40,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000); \$6,000 MAP testing fees (5000)(Title I)	"\$200,000 Two deans of academics and one Title-I coordinator salaries (1000)(Base); \$40,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000); \$6,000 MAP testing fees (5000)(Title I)

Action 10

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,000	\$70,000	\$70,000
Source	Base	Base	Base
Budget Reference	\$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base)	\$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base)	\$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base)

Action 11

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$85,000	\$25,000	\$25,000
Source	Base	Base	Base
Budget Reference	1100 AP teacher add-on salaries 4300 AP Course materials 5863 AP workshops, test fees	1100 AP teacher add-on salaries 4300 AP Course materials	1100 AP teacher add-on salaries 4300 AP Course materials

Action 12

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ACT/SAT.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,000	\$5,000	\$5,000
Source	Base	Base	Base
Budget Reference	1100 Advisory/ College Readiness teacher salaries; 4320 Naviance College readiness; 3010 Myon	\$2,000 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base)	\$2,000 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base)

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

Unchanged Goal

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

- To increase student access to a broad course of study
- To offer innovative courses and programs

Priority 8:

- To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	12%	10%	10%	10%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%	80%	80%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,677,509	\$2,865,000	\$2,865,000
Source	Base	Base	Base
Budget Reference	1100 -3000 Teacher salaries and benefits	\$2,040,000 Teacher salaries (1000)(Base); \$800,000 Benefits (3000)(Base); \$25,000 Field trip expenses (5000)(Base)	\$2,040,000 Teacher salaries (1000)(Base); \$800,000 Benefits (3000)(Base); \$25,000 Field trip expenses (5000)(Base)

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80,000	\$305,000	\$305,000
Source	Base	Base	Base
Budget Reference	1100, 1300 Deans of Academics	\$250,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); \$55,000 Benefits (3000)(Base)	\$250,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); \$55,000 Benefits (3000)(Base)

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$85,000	\$85,000
Source	Base	Base	Base
Budget Reference	Duplicated expense, included in Goal 2 Action 1	1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000	\$288,500	\$288,500
Source	Base	Base	Base
Budget Reference	\$70,000.00 Computer/Technology teacher salaries & benefits (1100) \$20,000.00 Focused PD on Blended Learning (5863)	"\$40,000 1 IT staff salary (2000)(Base); \$15,000 Benefits (3000)(Base); \$150,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$15,000 Computers; \$68,500 Technology expenses	"\$40,000 1 IT staff salary (2000)(Base); \$15,000 Benefits (3000)(Base); \$150,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$15,000 Computers; \$68,500 Technology expenses

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$10,000	\$10,000
Source	Base	Base	Base

Year	2017-18	2018-19	2019-20
Budget Reference	\$10,000.00 4325 Instructional Materials, \$5,000.00 5814 Academics competitions	\$10,000 Science materials (4000)(Base)	\$10,000 Science materials (4000)(Base)

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

Unchanged Goal

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6
 Local Priorities: N/A

Identified Need:

- Priority 3:
- To seek parent input in making decisions for the Charter School
 - To promote parental participation in programs
- Priority 5:
- To increase student attendance
 - To avoid chronic absenteeism
 - To avoid middle school dropout

- To avoid high school dropout
- To increase high school graduation rate

Priority 6:

- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	4	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	4	4	4	4
Number of activities/events for parent involvement per year	5	5	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students who have been home-visited by the teachers per year	25%	25%	25%	25%
ADA rate	97%	97%	97%	97%
Chronic absenteeism rate	10%	8%	7%	6%
Middle school dropout rate	0%	0%	0%	0%
High school dropout rate	0%	0%	0%	0%
Four-year cohort graduation rate	98%	95%	100%	100%
Student suspension rate	0.2%	0%	0%	0%
Student expulsion rate	0.2%	0%	0%	0%
School experience survey participation rates	Students: 83%	Students: 85%	Students: 85%	Students: 85%
	Families: 95%	Families: 85%	Families: 85%	Families: 85%
	Staff: 94%	Staff: 85%	Staff: 85%	Staff: 85%
School experience survey average approval rates	Students: 63%	Students: 85%	Students: 85%	Students: 85%
	Families: 90%	Families: 85%	Families: 85%	Families: 85%
	Staff: 80%	Staff: 85%	Staff: 85%	Staff: 85%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Title I	Title I	Title I
Budget Reference	4720 Other food	\$10,000 Parent meeting expenses (4000)(Title I)	\$10,000 Parent meeting expenses (4000)(Title I)

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	4720 Other food	\$2,000 Parent activities/events expenses (4000)(Base)	\$2,000 Parent activities/events expenses (4000)(Base)

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

students who are performing below grade level.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$6,500	\$6,500
Source	Base	Base	Base
Budget Reference	\$35,000.00 5887 CoolSIS	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

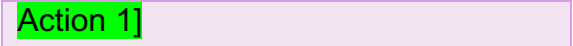
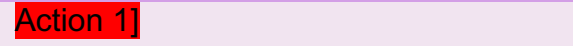
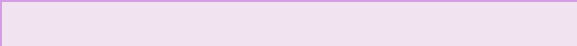
Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$20,000	\$20,000
Source	Title I	Title I	Title I
Budget Reference	\$20,000.00; 3010 Home-visit stipends	\$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2:	\$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2:

Year

2017-18

2018-19

2019-20



Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$140,000	\$85,000	\$85,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	"\$140,000.00; 1100 Dean of Culture and Life Skills teacher salary & benefits	\$70,000 School Psychologist salary (1000)(S&C); \$15,000 Benefits (3000)(S&C)	\$70,000 School Psychologist salary (1000)(S&C); \$15,000 Benefits (3000)(S&C)

Action 6

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,000	\$192,500	\$192,500
Source	Base	Base	Base
Budget Reference	\$55,000.00; 1100 Attendance clerk salary & benefits	\$140,000; 1 Office Manager and 2 Office Clerk salaries (2000)(Base); \$50,000 Benefits (3000)(Base); \$2,500 ParentReach notification program	\$140,000; 1 Office Manager and 2 Office Clerk salaries (2000)(Base); \$50,000 Benefits (3000)(Base); \$2,500 ParentReach notification program

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$100,000	\$100,000
Source	Base	Base	Base
Budget Reference	\$10,000.00; Fuel Ed and APEX credit recovery course fees	\$80,000; College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$20,000 Recovery Program	\$80,000; College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$20,000 Recovery Program

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

2018-19 Actions/Services

We will add one more dean of students
See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80,000	\$180,000	\$180,000
Source	Base	Base	Base
Budget Reference	\$80,000.00 1100 Dean of Students salary & benefits	\$150,000 2 Dean of Students salary (1000)(Base); \$30,000 Benefits (3000)(Base)	\$150,000 2 Dean of Students salary (1000)(Base); \$30,000 Benefits (3000)(Base)

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services expectations.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	Base	Base	Base
Budget Reference	\$15,000.00; 5863 Teacher PD on classroom management	\$15,000.00; 5863 Teacher PD on classroom management	\$15,000.00; 5863 Teacher PD on classroom management

Action 10

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will annually administer school experience surveys to students, parents, and staff.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	\$5,000.00; 5822 Panorama Education	\$2,000 Panorama Education surveys (5000)(Base)	\$2,000 Panorama Education surveys (5000)(Base)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,218,969

33.12 %

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

□ Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

□ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

□ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

□ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,218,969

33.12%

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,047,652

29.19%

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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)

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

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-3	Shandrea Daniel, Principal	sdaniel@magnoliapublicschools.org (310) 637-3806

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy -3 (MSA-3) was founded in the fall of 2008 as a public charter school in Gardena. Two years later, MSA-3 moved to the current space collocating with Curtis Middle in Carson, California, under proposition 39. Currently MSA-3 is serving 491 students from grades 6 through 12 and celebrates its nearly 100% high school graduation rates. Almost 70% of MSA-3 students qualify for a free and reduced lunch program. MSA accepts students on a first come first serve basis.

Our students & parents come from a variety of locations:

63% are from the Carson, LA, Gardena area (LAUSD).

This year 13% are from Compton versus last year which had 23% are from the Compton area; this shows that our efforts to service Carson and local residents is significantly high and has to be because of Prop 39.

24% are from Torrance, Inglewood, Hawthorne, Long Beach/Signal Hill, Lynwood, Harbor City, Bellflower, Paramount, Lakewood, Bell, Mar Vista, and Riverside.

MSA-3 revolves around its STEAM and college-readiness environment built into our mission and vision statement. The school provides a college preparatory educational program that emphasizes science, technology, engineering, art, athletics and math. In addition to core subjects, MSA-3 offers a vast range of elective courses, including: science explorers (engineering & science hybrid course), intro to astronomy, computer science, robotics, digital arts, music, choir, creative writing, athletic training and advanced math to name a few.

Each class integrates the use of chromebooks in the curriculum, through Google Classrooms as well as McGraw Hill online platforms such as Studysync. All curriculum is aligned to Common Core State Standards to ensure students are practicing skills in preparation for end-of-the-year Smarter Balanced Assessment Consortium (SBAC) exams. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students.

NGSS and the new CA Science Framework include Engineering as a Disciplinary Core Idea (DCI) in teaching science. For the past three years, MSA 3 science teachers have been using McGraw Hill Integrated Science (iScience) curriculum that encompasses engineering design and engineering principals in alliance with the national science framework. All students learn about engineering design, technology, and applications of science as part of their core classes.

LCAP Highlights

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

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College, School Site Council, ELAC, and Coffee with the Admin (meets weekly).

The need to continue our improvements in designated/integrated English Learner services and focusing our effort on the lowest performing sub-groups.

Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs

Providing counseling and positive behavior intervention support services to our students

Keeping effective teachers and improving teacher observation and evaluation systems

The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups.

- 1.) This includes having survey satisfaction for over the last 2 years. MSA 3 has seen an increase of overall satisfaction for Students, Families, & Staff. The goal is to allow opportunities for stakeholders to communicate with admin face to face, resolve issues as quickly as possible, and ensuring clear expectations/protocols.
- 2.) Over 141 Home Visits to meet with parents and students to develop academic and behavior plans to decrease the achievement gap, provide support and mental health services.
- 3.) 100% Graduation Rates however we have to monitor the students who transfer out to ensure they do still attain their diploma.
- 4.) 2016-2017 Teacher retention was 50%, 2017-2019 our teacher retention rate is 84%. This also can be attested to our new Vice Principal who focuses on Professional Development and teacher satisfaction.
- 5.) MSA-3 (Carson) was ranked in the top 8% of high schools in the country and top 11% in California. In 2017-2018: MSA 3 earned the Silver Award for Best High Schools (ranked #209 in Charter High Schools Nationally, #218 in California High Schools, and #1200 in National Rankings).
- 6.) Innovate Public Schools, in partnership with USC, released *Top Los Angeles County Public Schools for Underserved Students 2019*. This report analyzed over 2,000 schools and found *only 300* that are actively working to close the achievement gap for low-income students of color. MSA-3 was recognized as part of that group for their work advancing student success and doing their part to close the achievement gap.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

College/Career Readiness:

- 100% Graduation for the class of 2018, 98% of seniors filled out FAFSA for college financial aid, 42 out of 48 seniors applied to college. MSA-3 has College readiness course for seniors to plan career, college and future plans.
- 50% of graduation class is attending to UC, CSU, Private, HBCU. Senior class has over 50 variety of college acceptances.
- 70% of our middle and high school were on honor roll, high honor roll. 25%-30% of our Seniors are graduating with a State Seal of Bi-literacy.
- MyOn reading report shows growth in Lexile reading level is near 698.
- SBAC: ELA 41% met or exceeded standards for English and 21% in Math.
- Using Common Core Standards and Curriculum, SSR to build reading skills and power Math and English classes to help with intervention
- MSA-3 has MAP Data-test: 55-60% of students showed growth in Math and English respectively.
- English learner coordinator on site to assist EL students. MSA-3 reclassified 4 students. 15% of our EL population.

Suspension & School Climate:

- California Dashboard-Our Suspension rate is low, green.
- Enrollment growth to over 500 students in large part thanks to academics and innovations such as Travel Program, CIF Athletics, and STEAM education opportunities.
- CIF & SRLA Induction in 2018-2019
- 2017-2018: 1st Place in Robotics Competition-Saturday's event at LEGOLAND, FLL CUP Robotics competition, went very well. There were 62 teams from southern California.
- MPS STEAM Expo: 1st place in Life Science & Biology, 1st place in Earth Science & Chemistry, 3rd place in Physical Science & Physics, 1st place in Engineering, 1st place in Technology & Robotics, our Lego robotics team earned 2nd place and our science students who can and two 6th grade female students took home first place in the physical science category. Also our students won third place in the Art contest.
- MTSS Grant \$50,000 for 2018-2019
- 2 seniors won Non-Profit Fundraiser Project in Economics
- Teacher won Teacher of the Year for City of Carson two years in a row
- 4 students recognized at DTLA Film Festival
- 2 students honored by City of Carson for dedicated service
- 15 STEAM events and opportunities
- We have more social-emotional support through our ripple effects curriculum, full-time therapist and edge coach to help students learn executive function skills, anger management and impulse control. Now have three counselors instead of one.

Academic Intervention:

- Power Math and Power English are offered, Saturday School, Home visits are scheduled for lowest performing and mid-range students.
- Tutoring three days a week. We use interim block assessments and interim comprehensive exams to review where students are and have teacher reteach/review the concepts most students missed.
- Teachers use Khan Academy Moby Max Math for students to receive individualized instruction. English curriculum includes StudySync and Illuminate standards based practice exams.
- In Math, MobyMax and Aleks are used to help allow students to build content skills.
- Mentoring program for students who need more support in Math and English.
- Increase Saturday school SBAC, SAT, & make-up prep.
- MyOn to help students reading levels through dedicated SSR (Silent Sustained Reading). Students who are reading at grade level books and scoring above 70% on quizzes receives incentives.
- This keeps the motivation high among students to read more.

- To create ownership, we had three goal setting sessions where students set goals for their classes, as well as for their SBAC Math/ELA tests.
- To maintain our graduation rate, we are holding sessions for students to check on graduation requirements and plan for next year in terms of which electives/APs they will take.
- In addition, students identify if they need credit recovery. Dean of Academics meet with those students for an individualized plan for graduation and follows up with them quarterly.

Partnerships & Field trips:

- Microsoft Store Cerritos store field trips and on-campus coding workshops
- Attendance to iUrban Teen Tech Summit annual event at CSU Dominguez Hills and future participation as a school
- Apple Store Manhattan Village iMovie, iBooks, coding workshops
- Attendance to Los Angeles African American Engineers and Professionals Association's annual Science and Technology Awareness Day and future participation as a school
- Attendance to first ever annual Los Angeles Clippers Social SciFest and future participation as a school
- Mt. Wilson Observatory
- NASA Jet Propulsion Lab
- The Boring Company hyperloop
- Urban Workshop makerspace
- The Science Fair movie screening
- Grammy Museum
- LACMA Mobile Exhibit
- Walt Disney Studios
- Ronald Reagan Library

Improvements for 2018-2019:

PBIS Program-Yonder is assisting with decreasing cell phone usage. More than half of our students had growth on Map, and overall more students are attending tutoring this year. Our supervision team was vigilant and assisted in improving safety on campus.

Referring to the California School Dashboard, 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

Suspension rate needs attention: We are in a PBIS Professional Development program for three years with LACOE. We recognize the needs our students have socio-emotionally, and have brought on not only more staff members with three additional supervision staff and two additional office staff, but intentionally hired a full-time school psychologist. Additionally, we also partnered with CSU Dominguez Hills to have two counseling interns complete their hours at our school. Restorative Practices have begun to be implemented with practices such as Restorative Meetings, Ripple Effects online socio-emotional learning curriculum, service oriented volunteering, and attendance to community events. We also have continued embedding life skills and socio-emotional learning as an elective offered through our partnership with Imagine Etiquette, offering our Middle School students valuable lessons in topics like executive functioning, cultural identity, and respect. Meanwhile, we have also piloted Mentoring programs for both our Middle and High School boys to figure out what type of personalized support can improve outcomes for our academically and behaviorally at-risk boys.

Orange in Academics: English SBAC is 42%, which is a 2% increase from prior year. 20% met or exceeded the Math standards.

English and Math SBAC prep, Interim assessments happen regularly and professional development data days are coordinated by the Vice Principal and Dean of Academics every 6 weeks to help our teachers focus on students who need the most support.

Based on survey results: Students have to improve in a lot of topics (Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms; Safety; Sense of Belonging (School Connectedness); Growth Mindset; Self-Efficacy; Social Awareness). One serious concern is safety from the staff perspective. It's still very low. We want students, staff and any guests to feel safe. There are too many fights on our campus; additional support is needed.

We are working on parent volunteers but we need trained professionals who can help get fighting down to zero. Each topic can be taught throughout one or two days of the school year. We can have our teachers focus on it in all classes and build a curriculum around these areas that everyone teachers. We will embed more restorative practices next year.

The goal is to have more learning communities with our teachers and staff to help streamline and follow up on these topics that need support and focus. Time has to be given to deans and principals to focus on increasing the rates for all of these topics.

Professional Development for Teachers: Pacing, Lesson Planning, Summative & Informative Assessment, Differentiating Instruction, Time Management, Cultural Relative Training, Aggressive Replacement Training, study skills for students, writing skills, RTI/MTSS, Special Education resources, and EL strategies in the classroom.

Parent Feedback:

- More focus on scholarships for high schools.
- College Readiness meetings during week and not just the weekend.
- 8th Grade parents would like high school presentations to know their options for high school
- Would like virtual reality classes
- Would like a speak and debate team
- Would like summer meetings with high school students

Staff Feedback:

- Funds to increase support staff on campus for student/staff safety and consistent protocols to decrease negative behavior.
- PBIS discipline program needs improvement with additional funding and proper protocols from our district office.
- Improve clear discipline best practices org wide.
- All teachers held accountable to school rules and following safety protocols set.

Referring to the California School Dashboard, 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

We have 50% Hispanic and 47% African Americans. African Americans are yellow for suspension rate, students with Disabilities is orange. Our behavioral data is inflated for African American students. Culture sensitivity and relevance training is needed for all staff. Students must be supported emotionally in order to impact their efforts academically. Need to increase the amount of African American students enrolled in AP courses. Our female students are outperforming their male counterparts in English and Math. Our Sped, and African American students have a performance gap in English and Math. 2018 we will have social worker interns to lead our restorative circles and support groups for students to learn conflict resolution. Students will read the Leader in Me and 7 Habits of Highly Effective teens for ssr and as a school we will review character traits required to decrease suspension rates. We have intervention classes, tutoring, Saturday school to support all groups who are performing the lowest.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018–19

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

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual																												
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 95%																												
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%																												
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%																												
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%																												
<p>Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8, 11):</p> <p>2018-19 Expected:</p> <table border="1"> <tbody> <tr> <td>All Students:</td> <td>3 percentage points up from the prior year</td> </tr> <tr> <td>English Learners:</td> <td>3 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged:</td> <td>3 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities:</td> <td>3 percentage points up from the prior year</td> </tr> <tr> <td>Homeless:</td> <td>3 percentage points up from the prior year</td> </tr> <tr> <td>African American:</td> <td>3 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic:</td> <td>3 percentage points up from the prior year</td> </tr> <tr> <td>White:</td> <td>3 percentage points up from the prior year</td> </tr> </tbody> </table>	All Students:	3 percentage points up from the prior year	English Learners:	3 percentage points up from the prior year	Socioeconomically Disadvantaged:	3 percentage points up from the prior year	Students with Disabilities:	3 percentage points up from the prior year	Homeless:	3 percentage points up from the prior year	African American:	3 percentage points up from the prior year	Hispanic:	3 percentage points up from the prior year	White:	3 percentage points up from the prior year	<p>2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2018-19.</p> <p>2017-18 (Baseline):</p> <table border="1"> <tbody> <tr> <td>All Students:</td> <td>41.58%</td> </tr> <tr> <td>English Learners:</td> <td>16.6%</td> </tr> <tr> <td>Socioeconomically Disadvantaged:</td> <td>40.99%</td> </tr> <tr> <td>Students with Disabilities:</td> <td>27%</td> </tr> <tr> <td>African American:</td> <td>35.91%</td> </tr> <tr> <td>Hispanic:</td> <td>47.94%</td> </tr> </tbody> </table> <p>Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:</p>	All Students:	41.58%	English Learners:	16.6%	Socioeconomically Disadvantaged:	40.99%	Students with Disabilities:	27%	African American:	35.91%	Hispanic:	47.94%
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2018-19 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
African American:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	19.4 points below standard
English Learners:	48.9 points below standard
Socioeconomically Disadvantaged:	21.4 points below standard
Students with Disabilities:	69.7 points below standard
African American:	31.0 points below standard
Hispanic:	5.6 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
African American:	3 points up from the prior year
Hispanic:	3 points up from the prior year

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Reading assessment and projected increase in 2018-19.

Change in Average Distance from standard on the CASSPP-ELA/Literacy assessments (Grades 3-8,11) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
African American:	3 points up from the prior year
Hispanic:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
African American:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

2017-18 (Baseline):

All Students:	54.29%
English Learners:	39%
Socioeconomically Disadvantaged:	42%
Students with Disabilities:	38%
African American:	51%
Hispanic:	68%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
African American:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	21.05%
English Learners:	11.11%
Socioeconomically Disadvantaged:	21.22%
Students with Disabilities:	36.67%
African American:	18.31%
Hispanic:	23.81%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8,11):

2018-19 Expected:

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
African American:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year

Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
African American:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	75.7 points below standard
English Learners:	86.9 points below standard
Socioeconomically Disadvantaged:	78.0 points below standard
Students with Disabilities:	67.2 points below standard
African American:	80.9 points below standard
Hispanic:	69.1 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
African American:	3 points up from the prior year
Hispanic:	3 points up from the prior year

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Mathematics assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	44.01%
English Learners:	38.8%
Socioeconomically Disadvantaged:	41.7%

Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8,11) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
African American:	3 points up from the prior year
Hispanic:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year

Students with Disabilities:	2 percentage points up from the prior year
African American:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Students with Disabilities:	36.3%
Homeless:	Less than 1%
African American:	45.5%
Hispanic:	45.3%
White:	Less than 1%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
African American:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

2018-19 ELPI data is not available at this time. The following table shows 2017-18 ELPAC performance data of our ELs.

2017-18 (Baseline):

Level 4 - Well Developed	31.8%
Level 3 - Moderately Developed	54%
Level 2 - Somewhat Developed	9%
Level 1 – Beginning Stage	4%

Percentage of EL students making annual progress in learning English as measured by the ELPAC: 2 percentage points up from the prior year

Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year

2017-18 (Baseline)	15%
2018-19 (Projected)	1 percentage point up from the prior year

Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 80%

2017-18 (Baseline)	80%
2018-19 (End of first semester)	78%
2018-19 (End of second semester Projected)	1 percentage point up from the prior year

Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments: 2 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following table shows 2017-18 proficiency rates of our graduating seniors on the CAASPP-ELA/Literacy and Mathematics assessments and projected increase in 2018-19.

2017-18 (Baseline)	26%
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	2018-19 (Projected)	2 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 2 percentage points up from the prior year	2017-18 (Baseline)	30.6%
	2018-19 (Projected)	2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 2 percentage points up from the prior year	2017-18 (Baseline)	71%
	2018-19 (Projected)	2 percentage points up from the prior year
Percentage of students in grades 9-11 who will participate in the PSAT test: 100%	Percentage of students in grades 9-11 who have participated in the PSAT test: 95%	
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 2 percentage points up from the prior year	2017-18 (Baseline)	40%
	2018-19 (Actual)	42%

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' & administration credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher & admin clear credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments.	\$13,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)	\$12,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	\$23,500 Books (4000)(Base); \$28,543 Instructional materials (4000)(Base)	\$34,744 Books (4000)(Base); 29,000 Instructional materials (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	\$23,000 Janitorial services (5000)(Base)5	\$23,800 Janitorial services (5000)(Base)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	\$30,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base); \$85,000 Instructional Coach salary and benefits (1000)(3000)(Base)	\$25,000 Professional Development (5000)(Base); \$1,800 TeachBoost fees (5000)(Base); \$98,000 Instructional Coach salary and benefits (1000)(3000)(Base)
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	\$55,000 EL Coordinator salary (1000)(S&C); \$13,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	\$62,942 EL Coordinator salary (1000)(S&C); \$13,000 Benefits (3000)(S&C); \$3500 EL supplemental materials (4000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.	\$4,000 Professional Development on ELD strategies (5000)(S&C)	\$4,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.	\$20,000 Intervention teacher salaries (1000)(Title I);\$40,000 Two teacher aide salaries (2000)(Title I); \$15,000 Benefits (3000)(Title I)	\$47,000 Intervention teacher salaries (1000)(Title I);\$70,000 Two teacher aide salaries (2000)(Title I); \$15,000 Benefits (3000)(Title I)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$15,000 Three teacher stipends (1000)(ASES)	\$15,000 Stipends for teachers to come on Saturdays, and after school, also to do home visits to ensure students are attaining academic support (1000)(ASES)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	80,000 one dean of academics and one Title-I coordinator salaries (1000)(Base); \$60,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)	80,000 one dean of academics and one Title-I coordinator salaries (1000)(Base) \$79,000, Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.	\$64,000 College Counselor salary (1000)(Base); \$15,000 Benefits (3000)(Base)	\$64,000 College Counselor salary (1000)(Base); \$15,360 Benefits (3000)(Base)

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	Based on student needs and interests, we have offered the following AP courses this year: AP Spanish, AP World History, etc	\$4,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	\$12,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.	\$2,000 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base)	\$2,000 Naviance program (5000)(Base); \$13,000 College preparation materials, and testing prep fees (4000)(Base)

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; students have a one to one ratio for chromebooks all classrooms, we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to

all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The goal is to increase for the upcoming school year. ELA decreased by 3% and Math maintained at 22%. This year we reclassified 15% of our EL students and our academic indicators dropped one color. The objective is to provide more services and intervention to help lower performing subgroups and encourage higher performing students to participate in AP, Dual Enrollment, Honors and apply for the gifted program. Teachers utilize a school wide lesson plan template which ensures designated differentiation for our subgroups EL, SPED, African American, Latino, Socio Disadvantage, foster youth, and gifted/GATE.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

MSA 3 had a minor change in the amount spent on BTSA and Administrative Credential spending because a teacher resigned who was in the BTSA program. Next year we will have a higher spending about in this area since more of our teachers are interns, in the first year after their credential or want to get their admin credential. For instructional materials and textbooks we had more of an increase than expected because a couple versions of our textbooks were older than required and we wanted to update the content to meet the Common Core Standards. We also started having more elective courses and wanted to have textbook and materials to implement effectively. The plan is to increase textbooks and instructional materials in order to meet the enrollment demand and support to instructors. The janitorial services decreased minimally and that is due to the estimate that was given to us by prop 39 and then we adjust our spending based on their invoices; next year there will be an increase, it is yet to be determined. Professional development spending decreased with having an in-house instructional coach to mentor and assist teachers with curriculum and instructional support. There will be an increase next year for our EL coordinator based on experience and new pay scale. Material cost for EL will remain the same since we have less than 25 students and that has been consistent.

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.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. Our main goal is to get our instructors more support in the classroom and focus on intervention for our students who need additional support. We will utilize veteran teachers as mentors for specific teachers that need additional support and/or for teachers that are new to the school. Teachers will be provided time during PD meetings to collaborate about best practices, utilize data, and other resources to incorporate into their own planning and teaching pedagogy.

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 5%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 6%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 90%

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online elective courses offered this year include: Marine Biology, AP US History, AP Literature, AP Spanish Literature, Entrepreneurship, Qualitative Reasoning (Chess), History in Film, African American & Latino America Studies, Digital Arts, Band.	\$2,000,000 Teacher salaries (1000)(Base); \$500,000 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$20,000 Field trip expenses (5000)(Donations)	\$2,159,778 Teacher salaries (1000)(Base); \$701,944 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$20,000 Field trip expenses (5000)(Donations)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	<p>We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.</p> <p>We have designed our master schedule to meet the needs of all students. Classes are intentionally scheduled to provide open options for higher level courses such as Honors and AP. Students may choose to take higher level courses and are not restricted by achievement data, creating a more accessible field.</p>	\$180,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); \$45,000 Benefits (3000)(Base)	\$175,000 1 Principal and 1 Dean of Academics salaries; \$60,000 Benefits (3000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	We offer Accelerated and Advanced Math classes and Advanced Math club to students in grades 6-8.	[Duplicated Expense: See Goal 2: Action 1]	[Duplicated Expense: See Goal 2: Action 1]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.	\$75,000 1 IT staff salary (2000)(Base); \$17,000 Benefits (3000)(Base); \$80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$20,000 Computers; \$15,000 Technology expenses	\$73,000 1 IT staff salary (2000)(Base); \$17,000 Benefits (3000)(Base); \$75,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$20,000 Computers; \$15,000 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have	\$10,000 Science materials, field trips and events (4000)(Base)	\$13,500 Science materials, field trips and events (4000)(Base)

participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well. We have also participated in over 10 STEAM related field trips and activities this year including attendance to NASA's Jet Propulsion Lab, Google Venice, Urban Works makerspace, and participation in iUrban Teen Tech Festival at CSU Dominguez Hills, Los Angeles African American Engineers' Tech Day, and Microsoft Cerritos.

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Our test scores are in par with other school districts, and we offer 5 AP courses this year, and over 53 students were enrolled in at least one class. We offer PSAT for 8th-12th grade. Magnolia Science Academy 3 is ranked #1200 in the National Rankings and earned a silver medal by U.S. News. Our Robotics team which helps students who scored Standard Nearly Met on the SBAC competed in San Diego Tournament and won first place. Our video production & Animation course for middle school was able to earn high ranking achievement and awards at the Latino Film Festival in Los Angeles. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention your Advanced Math class/club participation or success, Computer class participation and passing rates, STEAM project completion, etc. Three of our teachers were recognized by The City of Carson, The NAACP, and the Leader In Me Conference. We have Advanced Math class/club participation and successful participation, Computer class participation and passing rates are high, and we developed an AP Computer Science course, as well as over 150 STEAM project completion.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We strategize to decrease teacher turnover and decided to add a Vice Principal to be an instructional coach and help support principal with operations of the school. Next year we plan to add in more intervention teachers to support our students academically. We are hiring teachers at a better rate so they will want to invest in the school and students. We ordered chrome books so now we have a 1 to 1 ratio.

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.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual	
Number of SSC meetings per year: 4	Current: 7	By the end of 2018-19 (Planned): 7
Number of ELAC meetings per year: 4	Current: 4	By the end of 2018-19 (Planned): 4
Number of PTF meetings per year: 4	Current: 7	By the end of 2018-19 (Planned): 7
Number of activities/events for parent involvement per year: 5	Current: 20	By the end of 2018-19 (Planned): 30
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.	
Number of progress reports sent to parents per year: 4	4	
Percentage of students who have been home-visited by the teachers per year: 21%	2017-18 (Baseline)	25%
	2018-19 (Current)	25%
	2018-19 (End of year Planned)	25%
ADA rate: 97%	2017-18 (Baseline)	96.67%
	2018-19 (Current)	96.04%
	2018-19 (End of year Projected)	97%
Chronic absenteeism rate: 8%	2017-18 (Baseline)	6.8%
	2018-19 (Current)	7.33%
	2018-19 (End of year Projected)	9%
Middle school dropout rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%
High school dropout rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%
Four-year cohort graduation rate: 100%	2017-18 (Baseline)	95.5%
	2018-19 (End of year Projected)	100%

Student suspension rate: 5%	2017-18 (Baseline)	0.9%												
	2018-19 (Current)	2%												
	2018-19 (End of year Projected)	4%												
Student expulsion rate: 0%	2017-18 (Baseline)	0.9%												
	2018-19 (Current)	0.9%												
	2018-19 (End of year Projected)	0.9%												
School experience survey participation rates will be:	School experience survey participation rates are:													
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School experience survey average approval rates will be:	School experience survey average approval rates are:													
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Staff:	75%													
Students:	56%													
Families:	91%													
Staff:	69%													

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	\$3,000 Parent meeting expenses (4000)(Title I)	\$3,000 Parent meeting expenses (4000)(Title I)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	\$2,000 Parent activities/events expenses (4000)(Base)	\$2,000 Parent activities/events expenses (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

communicate further with the parents of students who are performing below grade level.	parents of students who are performing below grade level.		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	\$17,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	\$46,000 School MFT salary (1000)(S&C); \$15,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	\$50,000 MFT salary (1000)(S&C); \$15,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$90000 4 Office Clerk salaries (2000)(Base); \$45,000 Benefits (3000)(Base); \$1,500 Parent Reach notification program	\$80,000 2 Office Clerk salaries (2000)(Base); \$30,000 Benefits (3000)(Base); \$1,500 Parent Reach notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	\$64,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$73,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$13,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	\$70,000 1 Dean of Students (1000)(Base); \$15,000 Benefits (3000)(Base)	\$70,000 1 Dean of Students (1000)(Base); \$15,000 Benefits (3000)(Base)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	\$5,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	\$5,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	\$2,000 Panorama Education surveys (5000)(Base)	\$2,000 Panorama Education surveys (5000)(Base)

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We have to focus more attention on ADA, we decreased slightly. We have sufficient stakeholder meetings; over 40 per year and we offer a variety of ways for students to stay connected but we have to improve our survey results. Offering electives, the students want, hearing more from parents on their priorities and ensuring teachers are doing home visits effectively and strategically.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Home visit increase over \$10,000 to reach more students who need intervention. There was minimal increases. We had 185 home visits for the 2017-2018 school year. We plan to have the same goal.

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.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year: 2019–20

Involvement Process for LCAP and Annual Update

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

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

MSA-3 experiences strong and consistent parent participation. All admin have an open door policy and actively seek to respond to parent concerns and resolve issues directly at the site level.

MSA-3 is proud to have strong parent advocacy. Parents have directly participated in events such as Prop 39 and LAUSD Board meetings to use their voice in support of school and student needs. Weekly Coffee with Admin meetings are the regular channel for in-person stakeholder updates and feedback, with formal stakeholder channels such as Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Board of Directors meetings, Principal meetings, and staff meetings being held regularly. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP.

In addition, the Charter School conducts regular surveys for parents, students, and staff to obtain critical feedback from stakeholders. These surveys are given regularly twice a year and contain in depth categories of questioning to yield input on important school elements such as instruction, safety, climate, and more. Staff also conduct home visits as a way of deepening engagement, understanding, and support for families and students. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 141 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

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

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

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.

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

Unchanged Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials
- To ensure school facilities are maintained in good repair

Priority 2:

- To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- To ensure EL students make annual progress in learning English
- To ensure our students are college/career ready

Priority 8:

- To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and	100%	100%	100%	100%

fully credentialed as required by law and the charter				
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	90%	90%	90%	90%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 43%	All Students: 5 percentage points up from the prior year	All Students: 3 percentage points up from the prior year	All Students: 3 percentage points up from the prior year 5 percentage points up from the prior year
	English Learners: Less than 1%	English Learners: 5 percentage points up from the prior year	English Learners: 3 percentage points up from the prior year	English Learners: 3 percentage points up from the prior year
	Socioeconomically Disadvantaged: 40%	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year
	Students with Disabilities: 11%	Students with Disabilities: 5 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year
	African American: 41.16%	African American: 5 percentage points up from the prior year	African American: 3 percentage points up from the prior year	African American: 3 percentage points up from the prior year
	Hispanic: 42.22%	Hispanic: 5 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 28.9 points below standard	All Students: 3 points up from the prior year	All Students: 3 points up from the prior year	All Students: 3 points up from the prior year
	English Learners: 37.5 points below standard	English Learners: 3 points up from the prior year	English Learners: 3 points up from the prior year	English Learners: 3 points up from the prior year
	Socioeconomically Disadvantaged: 28.7 points below standard	Socioeconomically Disadvantaged: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year
	Students with Disabilities: 85.8 points below standard	Students with Disabilities: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year
	African American: 30.9 points below standard	African American: 3 points up from the prior year	African American: 3 points up from the prior year	African American: 3 points up from the prior year
	Hispanic: 30.9 points below standard	Hispanic: 3 points up from the prior year	Hispanic: 3 points up from the prior year	Hispanic: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 46%	All Students: 2 percentage points up from the prior year	All Students: 2 percentage points up from the prior year	All Students: 2 percentage points up from the prior year
	English Learners: 33%	English Learners: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year
	Socioeconomically Disadvantaged: 46%	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year
	Students with Disabilities: 36%			
	African American: 41%			
	Hispanic: 45%			

		<p>Students with Disabilities: 2 percentage points up from the prior year</p> <p>African American: 2 percentage points up from the prior year</p> <p>Hispanic: 2 percentage points up from the prior year</p>	<p>Students with Disabilities: 2 percentage points up from the prior year</p> <p>African American: 2 percentage points up from the prior year</p> <p>Hispanic: 2 percentage points up from the prior year</p>	<p>Students with Disabilities: 2 percentage points up from the prior year</p> <p>African American: 2 percentage points up from the prior year</p> <p>Hispanic: 2 percentage points up from the prior year</p>																								
<p>Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):</p>	<p>2016-17 (Baseline):</p> <table border="1"> <tr><td>All Students: 22%</td></tr> <tr><td>English Learners: 0%</td></tr> <tr><td>Socioeconomically Disadvantaged: 21%</td></tr> <tr><td>Students with Disabilities: 27%</td></tr> <tr><td>African American: 17%</td></tr> <tr><td>Hispanic: 26%</td></tr> </table>	All Students: 22%	English Learners: 0%	Socioeconomically Disadvantaged: 21%	Students with Disabilities: 27%	African American: 17%	Hispanic: 26%	<p>2017-18 (Expected):</p> <table border="1"> <tr><td>All Students: 5 percentage points up from the prior year</td></tr> <tr><td>English Learners: 5 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 5 percentage points up from the prior year</td></tr> <tr><td>African American: 5 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 5 percentage points up from the prior year</td></tr> </table>	All Students: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	African American: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	<p>2018-19 (Expected):</p> <table border="1"> <tr><td>All Students: 5 percentage points up from the prior year</td></tr> <tr><td>English Learners: 5 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 5 percentage points up from the prior year</td></tr> <tr><td>African American: 5 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 5 percentage points up from the prior year</td></tr> </table>	All Students: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	African American: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	<p>2019-20 (Expected):</p> <table border="1"> <tr><td>All Students: 5 percentage points up from the prior year</td></tr> <tr><td>English Learners: 5 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 5 percentage points up from the prior year</td></tr> <tr><td>African American: 5 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 5 percentage points up from the prior year</td></tr> </table>	All Students: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	African American: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year
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Hispanic: 2 percentage points up from the prior year																			
Percentage of EL students making annual progress in learning English as measured by the ELPAC	71%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year															
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	22%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year															
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	68%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year															
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	19%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year															
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	40%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year															
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	100%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year															
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%	100%	100%															
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	8%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year															

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All	All Schools
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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

All students	School-wide	MSA 3
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,000	\$13,000	\$19,000
Source	Base	Base	Title 2
Budget Reference	\$6,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)	\$6,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base): Teaching PD \$4,000	\$12,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base): Teaching PD \$4,000

Action 2

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$52,043	\$51,000	\$51,000
Source	Base	Base	Base, Lottery
Budget Reference	\$23,500 Books (4000)(Base); \$28,543	\$20,000 Books(4000)(Base);	\$30,000 Books (4000)(Base); \$21,000 Instructional materials (4000)(Lottery)

	Instructional materials (4000)(Base)	\$31,000 Instructional materials (4000)(Base)	
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Action 3

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

Students to be Served:

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

Location(s):

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

All	All Schools
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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

All students	School-wide	MSA 3
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19

Actions/Services

2019-20 Actions/Services

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$23,800	\$5,000	\$5,000
Source	Base	Base	Base
Budget Reference	\$23,800 Janitorial services (5000)(Base)	\$5,000 Janitorial services (5000)(Base)	\$5,000 Janitorial services (5000)(Base)

Action 4

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

Students to be Served:

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

Location(s):

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

All	All Schools
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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$116,500	\$162,000	\$32,730
Source	Base	Base	Base , MTSS
Budget Reference	\$30,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base); \$85,000 Instructional Coach salary and benefits (1000)(3000)(Base)	\$55,000 Professional Development (5000)(Base); \$1,800 TeachBoost fees (5000)(Base); \$89,000 Instructional Coach salary and benefits (1000)(3000)(Base) (5000)(Base);	\$30,875 Professional Development (5000)(Base, MTSS); \$1,855 TeachBoost fees (5000)(Base);

Action 5

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

Students to be Served: (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Location(s):

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

All students	MSA 3
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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster youth, Low Income	LEA-wide	All schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,000	\$80,000	\$84,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	\$55,000 EL Coordinator salary (1000)(S&C); \$13,000 Benefits (3000)(S&C); \$2,000 EL supplemental materials (4000)(Title I)	\$66,000 EL Coordinator salary (1000)(S&C); \$13,000 Benefits (3000)(S&C); \$2,000 EL supplemental materials (4000)(Title I)	\$65,318 EL Coordinator salary (1000)(S&C); \$16,330 Benefits (3000)(S&C); \$2,000 EL supplemental materials (4000)(Title I)

Action 6

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

Students to be Served:

Location(s):

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

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

English Learners, Foster Youth, Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$3,000
Source	S&C	S&C	S&C
Budget Reference	\$4,000 Professional Development on ELD strategies (5000)(S&C)	\$4,000 Professional Development on ELD strategies (5000)(S&C)	\$3,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

During the day, Charter School will provide additional supports and interventions to all students, including ELs.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$120,000	\$146,241
Source	Title I	Title I	Title I
Budget Reference	\$20,000 Intervention teacher salaries (1000)(Title I);\$40,000 Two teacher aide salaries (2000)(Title I); \$15,000 Benefits (3000)(Title I)	\$90,000 Intervention teachers and or aides salaries (1000)(Title I); \$30,000 Benefits (3000)(Title I)	\$74,000 Intervention Instructional teacher (1000)(Title I); 30,329 Intervention Instructional aide (2000)(Title1); \$12,664 intervention aide (2000)(base), \$29,248 Benefits (3000)(Title I)

Action 8

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

Students to be Served:

Location(s):

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

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$113,234.12	\$113,234.12
Source	ASES	ASES	ASES
Budget Reference	\$15,000 Three teacher stipends (1000)(ASES)	\$113,242.12 Contract with Arc, Teacher & program stipends (1000)(ASES)	\$50,000 coaches, tutors & academic enrichment & athletics program coordinator, (1000)(ASES), instructional materials \$10,000 (4000) (ASES), student materials/ office supplies \$8,000, \$25,000 field trips (5000)(ASES), \$20,000 facilities (5000)(ASES)

Action 9

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$92500	\$92,500	\$116,554
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	80,000 one dean of academics and one Title-I coordinator salaries (1000)(Base); \$60,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)	80,000 one dean of academics and one Title-I coordinator salaries (1000)(Base); \$60,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)	82,608 one dean of academics (1000)(Base); \$20,652 Benefits (3000)(Base); \$7,919 Illuminate SIS & DNA (5000)(Base); \$5,375 MAP-NWEA testing fees (5000)(Title I)

Action 10

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

Students to be Served:

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

Location(s):

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

All	All Schools
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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$79,000	\$80,000	\$93,750
Source	Base	Base	Base
Budget Reference	\$64,000 College Counselor salary (1000)(Base); \$15,000 Benefits (3000)(Base)	\$64,000 College Counselor salary (1000)(Base); \$15,000 Benefits (3000)(Base)	\$75,000 College Counselors salary (1000)(Base); \$18,750 Benefits (3000)(Base)

Action 11

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

Students to be Served:

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

Location(s):

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

All	All Schools
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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,000	\$7,000	\$12,000
Source	Base	Base	Base
Budget Reference	\$7,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	\$7,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	\$12,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)

Action 12

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

Students to be Served:

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

Location(s):

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

All students	MSA 3
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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$9,750
Source	Base	Base	Base
Budget Reference	\$2,000 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base)	\$2,000 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base)	\$2,750 Naviance program (5000)(Base); \$7,000 College preparation materials (4000)(Base)

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

Unchanged Goal

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

- To increase student access to a broad course of study
- To offer innovative courses and programs

Priority 8:

- To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%

Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%	90%	95%
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Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All	All Schools
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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,530,000	\$2,530,000	\$2,530,000

Source	Base; Donations	Base; Donations	Base; Donations
Budget Reference	\$2,000,000 Teacher salaries (1000)(Base); \$500,000 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$20,000 Field trip expenses (5000)(Donations)	\$2,000,000 Teacher salaries (1000)(Base); \$500,000 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$20,000 Field trip expenses (5000)(Donations)	\$1,704,808 Teacher salaries (1000)(Base); \$426,202 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$20,000 Field trip expenses (5000)(Donations)

Action 2

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

Students to be Served:

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

Location(s):

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

All	All Schools
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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learner, Foster Youth, Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$293,000	\$308,000	\$105,720
Source	Base	Base	Base

Budget Reference	\$248,000 Principal and 2 Deans of Academics salaries (1000)(Base); \$45,000 Benefits (3000)(Base)	\$263,000 1 Principal and 1 Deans of Academic and 1 Vice Principal salaries (1000)(Base); \$45,000 Benefits (3000)(Base)	\$105,720 1 Principal (1000)(Base); \$26,430 Benefits (3000)(Base)
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Action 3

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

Students to be Served:

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

Location(s):

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

All	All Schools
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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Base	Base	Base

Budget Reference	Duplicated expense, included in Goal 2 Action 1	Duplicated expense, included in Goal 2 Action 1	Duplicated expense, included in Goal 2 Action 1
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Action 4

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$122,000	\$127,000	\$231,756
Source	Base	Base	Base
Budget Reference	\$75,000 1 IT staff salary (2000)(Base); \$17,000 Benefits (3000)(Base); \$80,000 1	\$75,000 1 IT staff salary (2000)(Base); \$17,000 Benefits (3000)(Base); \$80,000 1 Computer/Technology teacher salary	\$77,498 1 IT staff salary (2000)(Base); \$23,250 Benefits (3000)(Base); \$71,152 Computer/Technology teacher salary and

	Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$20,000 Computers; \$15,000 Technology expenses	and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$25,000 Computers; \$15,000 Technology expenses	\$17,538 benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$11,617 chromebooks (6000)(title 4) , 7,400 Computers (4000)(base); \$24,300 Technology expenses
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Action 5

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

Students to be Served:

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

Location(s):

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

All	All Schools
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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Base	Base	Base

Budget Reference	\$10,000 Science materials, field trips and college pathways (4000)(Base)	\$10,000 Science materials, field trips and college pathways (4000)(Base)	\$5,000 Science & college pathways materials (4000)(Base), \$5,000 field trips (5000)(Base)
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(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

Priority 5:

- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate

Priority 6:

- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Number of SSC meetings per year	4	7	4	4												
Number of ELAC meetings per year	4	4	4	4												
Number of PTF meetings per year	4	7	4	4												
Number of activities/events for parent involvement per year	5	20	25	25												
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly												
Number of progress reports sent to parents per year	4	4	4	4												
Percentage of students who have been home-visited by the teachers per year	20%	20%	20%	20%												
ADA rate	97%	97%	97%	97%												
Chronic absenteeism rate	10%	10%	9%	8%												
Middle school dropout rate	0%	0%	0%	0%												
High school dropout rate	0%	0%	0%	0%												
Four-year cohort graduation rate	98%	100%	100%	100%												
Student suspension rate	0%	0%	0%	0%												
Student expulsion rate	0%	0%	0%	0%												
School experience survey participation rates	<table border="1"> <tr> <td>Students: 76%</td> </tr> <tr> <td>Families: 48.3%</td> </tr> <tr> <td>Staff: 90.2%</td> </tr> </table>	Students: 76%	Families: 48.3%	Staff: 90.2%	<table border="1"> <tr> <td>Students: 86.3%</td> </tr> <tr> <td>Families: 91%</td> </tr> <tr> <td>Staff: 100%</td> </tr> </table>	Students: 86.3%	Families: 91%	Staff: 100%	<table border="1"> <tr> <td>Students: 85%</td> </tr> <tr> <td>Families: 85%</td> </tr> <tr> <td>Staff: 85%</td> </tr> </table>	Students: 85%	Families: 85%	Staff: 85%	<table border="1"> <tr> <td>Students: 85%</td> </tr> <tr> <td>Families: 85%</td> </tr> <tr> <td>Staff: 85%</td> </tr> </table>	Students: 85%	Families: 85%	Staff: 85%
Students: 76%																
Families: 48.3%																
Staff: 90.2%																
Students: 86.3%																
Families: 91%																
Staff: 100%																
Students: 85%																
Families: 85%																
Staff: 85%																
Students: 85%																
Families: 85%																
Staff: 85%																

School experience survey average approval rates	Students: 57%	Students: 59%	Students: 56%	Students: 60%
	Families: 87%	Families: 87%	Families: 91%	Families: 90%
	Staff: 64%	Staff: 72%	Staff: 69%	Staff: 70%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$8,000	\$3,000
Source	Title I	Title I	Title I
Budget Reference	\$3,000 Parent meeting expenses (4000)(Title I)	\$8,000 Parent meeting expenses (4000)(Title I)	\$3,000 Parent meeting expenses (4000)(Title I)

Action 2

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

Students to be Served:

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

Location(s):

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

All	All Schools
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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	\$2,000 Parent activities/events expenses (4000)(Base)	\$2,000 Parent activities/events expenses (4000)(Base)	\$2,000 Parent activities/events expenses (4000)(Base)

Action 3

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$6,500	\$6,500
Source	Base	Base	Base
Budget Reference	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$17,000	\$23,166
Source	Title I	Title I	Title I
Budget Reference	\$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$17,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$23,166 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20
Actions/Services

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional

See description for 2017-18

See description for 2017-18

support will be provided to address student needs.		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$62,000	\$75,000	\$74,522
Source	S&C; Title I	S&C; Title I	S&C
Budget Reference	\$47,000 Edge Coaching (5000)(Title I) ; \$15,000 Benefits (3000)(S&C);	\$60,000 MFT Counselor salary (1000)(S&C); \$15,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	\$57,324 MFT Counselor salary (1000)(S&C); \$17,197 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)

Action 6

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

Students to be Served:

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

Location(s):

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

All	All Schools
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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$136,500	\$151,500	\$151,500
Source	Base	Base	Base
Budget Reference	\$90000 4 Office Clerk salaries (2000)(Base); \$45,000 Benefits (3000)(Base); \$1,500 Parent Reach notification program	\$90000 4 Office Clerk salaries (2000)(Base); \$60,000 Benefits (3000)(Base); \$1,500 Parent Reach notification program	\$96,812 Office Clerk salaries (2000)(Base); \$29,044 Benefits (3000)(Base); \$2,500 Parent Square notification program

Action 7

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English, Foster Youth, Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$89,000	\$83,000	\$85,000
Source	Base	Base	Base
Budget Reference	\$64,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$73,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$75,600 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to

See description for 2017-18

See description for 2017-18

suspension/expulsion, including restorative practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$85,000	\$95,000	\$107,000
Source	Base	Base	Base
Budget Reference	\$70,000 1 Dean of Students (1000)(Base); \$15,000 Benefits (3000)(Base)0	\$80,000 1 Dean of Students (1000)(Base); \$15,000 Benefits (3000)(Base)	\$85,000 1 Dean of Students (1000)(Base); \$22,000 Benefits (3000)(Base)

Action 9

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

Students to be Served:

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

Location(s):

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

All Students

All Schols

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

atmosphere of trust, respect, and high expectations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$10,000	\$5,000
Source	Base	Base	Base
Budget Reference	\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	\$10,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	\$5,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 10

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will annually administer school experience

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

surveys to students, parents,
and staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$1,582
Source	Base	Base	Base
Budget Reference	\$2,000 Panorama Education surveys (5000)(Base)	\$2,000 Panorama Education surveys (5000)(Base)	\$1,582 Panorama Education surveys (5000)(Base)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 1,131,960	27.16%

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minutes' session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.
- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid.

Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds Percentage to Increase or Improve Services

\$ 1,150,526	30.60 %
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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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minutes' session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.
- Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
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\$ 1,032,201	30.61 %
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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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minutes' session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.
- Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

[Plan Summary](#)

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

[Comprehensive Support and Improvement](#)

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

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)

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

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-4	Lisa Ross, Principal	Lross@magnoliapublicschools.org 310-473-2464

2019-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy 4, is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-4’s mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-4 currently serves 166 students in grades 6-12. Our students come from Valencia to the north, Lomita to the south, Venice to the west and Fontana to the east. Our population consists of a variety of students, some of which have a language other than English spoken at home. A high concentration of our families experiences economic challenges. MSA-4 ‘s diverse enrollment is comprised of 79.52% Hispanic/Latino, 16.27% African American/Black, 3.61% white and 0.6%, 74.7% Socioeconomically Disadvantaged, 22.89% Special Education, and 8.43% English Learner population.

MPS strives to graduate students who come from historically under-served neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-4 is supplemented by tutoring, after-school programs, and school-to-university links.

LCAP Highlights

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

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- ☞ The need to continue our improvements in designated/integrated English Learner services
- ☞ Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- ☞ Providing counseling and positive behavior intervention support services to our students by employing the following:
 - PBIS – Positive Behavior Intervention and Supports
 - MTSS – Multi-Tiered Systems of Supports
 - Imagine Etiquette – Mentoring and leadership program

- ☞ Keeping effective teachers and improving teacher observation and evaluation systems

The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. This includes the consistent and targeted use of IAB (interim assessment blocks) and Map (Measures of Academic Progress) data to inform and drive our day-to-day instruction. MSA 4 spends quality time analyzing our data. We then spend time collaborating and planning around how to best support our students in our efforts to close the performance gap.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

MSA 4 celebrates our successes around our graduation, reclassification rates and college acceptance rates.

Our graduation rate continues to be strong. We have maintained a rate of 90% or above for the last 3 years and are on track to maintain that rate for the upcoming year. This is an area of considerable pride for us in that we often enroll students with credit deficiencies and/or other challenges and manage to support them as they make strides toward academic and social success. We seek out opportunities for them to complete coursework in an expeditious manner by way of Odysseyware. This is an online platform that allow students to work at an accelerated rate to complete credit recovery courses. Our students know that we will support them in the manner that they need.

MSA 4 celebrates the fact that we have actively created a college going culture.

As a result our college acceptance rate has been fairly strong over the last 4 years. Please see the following chart regarding our college acceptance rates:

	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
4 year	76%	35%	67%	52%	62.5%
2 year	10%	55%	33%	48%	19%
Did not apply/other	16%	5% (Voc. Ed) 5%	0%	0%	12.5% (Undecided) 3% (Military) 3% (Voc. Ed.)

MSA 4 remains committed to ensuring that our students are supported and presented with the various programs available to them as a post-secondary option.

MSA 4 also offers our students SAT preparation and community service opportunities to bolster each student's application. We have come to know that while a great GPA used to be the "magic ticket" to gain acceptance to the college of choice, that is no longer the case. Students now need something to set them apart from the next student with an equally great GPA.

MSA 4's students placed 2nd and 3rd places in high school science and art at this year's MPS STEAM Expo. Our teachers and students worked very hard to present quality projects. We are actively working to integrate all facets of STEAM to enhance our students' learning.

MSA 4 also realized a slight increase of 2% in survey results in the area of overall satisfaction with our parent body. This is rather important in that they are our primary clientele.

Referring to the California School Dashboard, 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

This year MSA 4 continues to focus on our overall student data; however, more of an emphasis on math as that is the area where our students continue to struggle. Our performance band went from yellow to the red band on the California Dashboard. MSA 4's overall proficiency rate was 8%. Our focus is working to move the 92% toward proficiency.

MSA 4 will continue using IAB (Interim Assessment Block) data to track student progress and plan for more targeted instruction and interventions.

MSA 4 experienced a decline in the area of overall satisfaction for our student and staff. This year there have been an increase in challenging behaviors. MSA 4 continues to employ PBIS (Positive behavior Interventions and Supports) and MTSS (Multi-Tiered Systems of Support) with our students. We will also continue with PD for all staff in these areas.

Referring to the California School Dashboard, 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

MSA 4 realizes that there is a continued need to reduce the number of students who are not meeting or exceeding standards in ELA and Math. A persistent school-wide goal is to reduce the percentage of students who are not attaining proficiency by 9% over the next 3 years.

In an effort to support our students in these areas, students assigned to Power English, Power Math, after-school tutoring and Saturday school. The expectation is that students are provided targeted interventions. Each student’s progress is monitored, and students may transfer into another elective once they have made adequate gains toward proficiency.

MSA 4 has completed SWOT (strength, weaknesses, opportunities and threats) analyses. This practice was adopted during the 16-17 school year. All staff looks at student data and determine what might be preventing student gains in achievement and what might encourage students to perform at his/her optimum level. This is applied to all areas – academic, social-emotional, attendance, motivation and external contributors. This forces us as a school community to look at the whole child.

Sometimes we partner with outside entities to provide our students with additional resources. It may be counseling services, leadership, mentoring and enrichment.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Expected

Actual

<p>Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%</p>	<p>Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%</p>																
<p>Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%</p>	<p>Percentage of students who have sufficient access to standards-aligned instructional materials: 100%</p>																
<p>Percentage of items on facility inspection checklists in compliance/good standing: 90%</p>	<p>Percentage of items on facility inspection checklists in compliance/good standing: 90%</p>																
<p>Percentage of state standards implementation for all students: 100%</p>	<p>Percentage of state standards implementation for all students: 100%</p>																
<p>Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 6-8,11):</p> <p>2018-19 Expected:</p> <table border="1" data-bbox="94 917 1005 1258"> <tr> <td>All Students:</td> <td>3 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged:</td> <td>3 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities:</td> <td>3 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic:</td> <td>3 percentage points up from the prior year</td> </tr> </table>	All Students:	3 percentage points up from the prior year	Socioeconomically Disadvantaged:	3 percentage points up from the prior year	Students with Disabilities:	3 percentage points up from the prior year	Hispanic:	3 percentage points up from the prior year	<p>The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and 2018-19 SBAC data.</p> <p>2017-18 (Baseline):</p> <table border="1" data-bbox="1024 852 1953 1177"> <tr> <td>All Students:</td> <td>32.63%</td> </tr> <tr> <td>Socioeconomically Disadvantaged:</td> <td>33.33%</td> </tr> <tr> <td>Students with Disabilities:</td> <td>13.33%</td> </tr> <tr> <td>Hispanic:</td> <td>35.71%</td> </tr> </table>	All Students:	32.63%	Socioeconomically Disadvantaged:	33.33%	Students with Disabilities:	13.33%	Hispanic:	35.71%
All Students:	3 percentage points up from the prior year																
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All Students:	32.63%																
Socioeconomically Disadvantaged:	33.33%																
Students with Disabilities:	13.33%																
Hispanic:	35.71%																

2018-19 (Actual):

All Students:	27.20%
Socioeconomically Disadvantaged:	27.08%
Students with Disabilities:	18.75%
Hispanic:	23.40%

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	30.3 points below standard
English Learners:	73.7 points below standard
Socioeconomically Disadvantaged:	36.3 points below standard
Students with Disabilities:	86.4 points below standard
Hispanic:	38.2 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

Change in Average Distance from Standard on the CAASPP-ELA/Literacy assessments (Grades 6-8, 11) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-Mathematics assessments and 2018-19 SBAC data.

2017-2018 (Baseline) :

All Students:	8.42%
English Learners:	*
Socioeconomically Disadvantaged:	4.76%
Students with Disabilities:	0.00%
Hispanic:	9.53%

Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 6-8,11) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

2018-2019 (Actual) :

All Students:	8.46%
English Learners:	11.11%
Socioeconomically Disadvantaged:	10.41%
Students with Disabilities:	12.50%
Hispanic:	8.51%

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	112.6 points below standard
English Learners:	133.4 points below standard
Socioeconomically Disadvantaged:	121.4 points below standard
Students with Disabilities:	151.9 points below standard
Hispanic:	128.2 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

2018-19 ELPI data is not available at this time. The following table shows 2017-18 ELPAC performance data of our ELs.

2017-18 (Baseline):

Level 4 - Well Developed	33.33%
Level 3 - Moderately Developed	27.77%
Level 2 - Somewhat Developed	27.77%
Level 1 – Beginning Stage	11.11%

Percentage of EL students making annual progress in learning English as measured by the ELPAC: 2 percentage points up from the prior year

2017-18 (Baseline)	47%
2018-19 (Projected)	1 percentage point up from the prior year

Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year

2018-19 SBAC data is not available at this time. The following table shows 2017-18 proficiency rates of our graduating seniors on the

Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced

<p>Summative Assessments: 2 percentage points up from the prior year</p>	<p>CAASPP-ELA/Literacy and Mathematics assessments and projected increase in 2018-19.</p> <table border="1" data-bbox="1024 280 1938 415"> <tr> <td>2017-18 (Baseline)</td> <td>ELA 32% - Math 8%</td> </tr> <tr> <td>2018-19 (Projected)</td> <td>2 percentage points up from the prior year</td> </tr> </table>	2017-18 (Baseline)	ELA 32% - Math 8%	2018-19 (Projected)	2 percentage points up from the prior year
2017-18 (Baseline)	ELA 32% - Math 8%				
2018-19 (Projected)	2 percentage points up from the prior year				
<p>Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 2 percentage points up from the prior year</p>	<table border="1" data-bbox="1024 508 1938 643"> <tr> <td>2017-18 (Baseline)</td> <td>15%</td> </tr> <tr> <td>2018-19 (Projected)</td> <td>2 percentage points up from the prior year</td> </tr> </table>	2017-18 (Baseline)	15%	2018-19 (Projected)	2 percentage points up from the prior year
2017-18 (Baseline)	15%				
2018-19 (Projected)	2 percentage points up from the prior year				
<p>Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 2 percentage points up from the prior year</p>	<table border="1" data-bbox="1024 735 1938 870"> <tr> <td>2017-18 (Baseline)</td> <td>100%</td> </tr> <tr> <td>2018-19 (Projected)</td> <td>2 percentage points up from the prior year</td> </tr> </table>	2017-18 (Baseline)	100%	2018-19 (Projected)	2 percentage points up from the prior year
2017-18 (Baseline)	100%				
2018-19 (Projected)	2 percentage points up from the prior year				
<p>Percentage of students in grades 9-11 who will participate in the PSAT test: 100%</p>	<p>Percentage of students in grades 9-11 who have participated in the PSAT test: 100%</p>				
<p>Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 2 percentage points up from the prior year</p>	<table border="1" data-bbox="1024 1047 1938 1143"> <tr> <td>2016-17 (Baseline)</td> <td>100%</td> </tr> <tr> <td>2017-18 (Actual)</td> <td>100%</td> </tr> </table>	2016-17 (Baseline)	100%	2017-18 (Actual)	100%
2016-17 (Baseline)	100%				
2017-18 (Actual)	100%				

Annual Update

LCAP Year Reviewed: 2018–19

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

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported four of our teachers for their credentialing needs. We are compliant with teacher assignments.	\$20,000 BTSA expenses (5000)(Base); \$5,000 Credentialing expenses (5000)(Base)	\$16,640 BTSA expenses (5000)(Base); \$4,500 credentialing expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of	\$13,000 Books (4000)(Base); \$15,000 Instructional materials (4000)(Base)	\$12,800 Books (4000)(Base); \$15,000 Instructional materials (4000)(Base)

purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	materials. We have also budgeted to ensure sufficient access to instructional materials.		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	\$0	\$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	\$25,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base); \$70,000 Dean salary and benefits (2000)(Base)	\$10,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base); \$78,000 Dean salary and benefits

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	\$70,000 Dean salary, \$1,500 benefits (2000)(S&C); \$150 EL supplemental materials (4000)(Title I)	\$78,000 Dean salary, \$1,500 benefits (2000)(S&C); \$150 EL supplemental materials (4000)(Title I)

progress in program implementation according to our EL Master Plan.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.</p>	<p>Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.</p>	<p>\$5,000 Professional Development on ELD strategies (5000)(S&C)</p>	<p>\$500 Professional Development on ELD strategies (5000)(S&C)</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p>	<p>During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.</p>	<p>\$35,000 Intervention teacher salaries (1000)(Title I); \$3,000 Benefits (3000)(Title I)</p>	<p>\$23,000 Intervention teacher salaries (1000)(Title I); \$3,000 Benefits (3000)(Title I)</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$52,000 stipends (1000)(Title I)	\$45,000 stipends (1000)(Title I)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	\$70,000 Dean's salary (1000)(Base); \$1,500 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$2,000 MAP testing fees (5000)(Title I)	\$78,000 Dean's salary (1000)(Base); \$1,500 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$2,000 MAP testing fees (5000)(Title I)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.	\$7,000 College Counselor stipend (1000)(Base); \$5,000 Benefits (3000)(Base)	\$24,000 College Planning and support (CRBG – College Readiness Block Grant Funds)

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with opportunities to take Advanced Placement	Based on student needs and interests, we have offered the following AP courses this	\$4,500 AP Teacher additional salaries	\$4,500 AP Teacher additional salaries

(AP) courses based on student needs and interests.	year: AP Spanish, AP World History, AP English and AP Stats	(1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	(1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)
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Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.	We offer “Advisory” classes in grades 9-12 and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12.	\$2,500 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base)	\$2,000 Naviance program (5000)(Base)

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes.

Last school year our students experience an increase in the AP passing rates for world history. Our world history rate increased from 14% to 33%. Our AP Spanish rate continues to be strong at 80%.

As a result of our 2017 CAASPP math data, we revamped how Power Math was implemented this school year. We added more interventionists to support our students. Students are provided targeted small-group instruction according to each one's academic need. We have seen increases in our IAB and ICA data and expected to see an increase in our upcoming math data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 4%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 4%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 100%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 100%

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest.	\$1,064,000 Teacher salaries (1000)(Base); \$50,000 Benefits (3000)(Base); \$14,000 Online courses (5000)(Base); \$10,000 Field trip expenses (5000)(Base)	\$664,506 Teacher salaries (1000)(Base); \$50,000 Benefits (3000)(Base); \$13,000 Online courses (5000)(Base); \$10,000 Field trip expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.	\$165,000 1 Principal and 1 Dean of Academics salaries (2000)(Base); \$3,000 Benefits (3000)(Base)	\$165,000 1 Principal and 1 Deans of Academics salaries (2000)(Base); \$3,000 Benefits (3000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	We offer an Advanced Math club to students in grades 6-8.	\$61,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$61,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have 1-to-1 Chromebooks for our students. Our teachers have participated in PD on Blended Learning.	\$70,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$67,000 Technology expenses	\$70,000 Benefits 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$60,000 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo.	\$3,000 Science materials (4000)(Base)	\$2,100 Science materials (4000)(Base)

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Here you need to talk about that your data to show that these actions/services have been effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

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.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Number of SSC meetings per year: 4	Current: 6	By the end of 2018-19 (Planned): 6
Number of PTF meetings per year: 4	Current: 8	By the end of 2018-19 (Planned): 8
Number of activities/events for parent involvement per year: 5	Current: 18	By the end of 2018-19 (Planned): 20
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.	
Number of progress reports sent to parents per year: 4	4	
Percentage of students who have been home-visited by the teachers per year: 10%	2017-18 (Baseline)	10%
	2018-19 (Current)	14%
	2018-19 (End of year Planned)	14%
ADA rate: 94%	2017-18 (Baseline)	94.05%
	2018-19 (Current)	93.39%
	2018-19 (End of year Projected)	93.5%

Chronic absenteeism rate: 3%	<table border="1"> <tr> <td data-bbox="1087 241 1541 289">2017-18 (Baseline)</td> <td data-bbox="1541 241 2001 289">18%</td> </tr> <tr> <td data-bbox="1087 289 1541 336">2018-19 (Current)</td> <td data-bbox="1541 289 2001 336">19.28%</td> </tr> <tr> <td data-bbox="1087 336 1541 423">2018-19 (End of year Projected)</td> <td data-bbox="1541 336 2001 423">19.28%</td> </tr> </table>	2017-18 (Baseline)	18%	2018-19 (Current)	19.28%	2018-19 (End of year Projected)	19.28%
2017-18 (Baseline)	18%						
2018-19 (Current)	19.28%						
2018-19 (End of year Projected)	19.28%						
Middle school dropout rate: 0%	<table border="1"> <tr> <td data-bbox="1087 516 1541 563">2017-18 (Baseline)</td> <td data-bbox="1541 516 2001 563">0%</td> </tr> <tr> <td data-bbox="1087 563 1541 610">2018-19 (Current)</td> <td data-bbox="1541 563 2001 610">0%</td> </tr> <tr> <td data-bbox="1087 610 1541 698">2018-19 (End of year Projected)</td> <td data-bbox="1541 610 2001 698">0%</td> </tr> </table>	2017-18 (Baseline)	0%	2018-19 (Current)	0%	2018-19 (End of year Projected)	0%
2017-18 (Baseline)	0%						
2018-19 (Current)	0%						
2018-19 (End of year Projected)	0%						
High school dropout rate: 0%	<table border="1"> <tr> <td data-bbox="1087 789 1541 836">2017-18 (Baseline)</td> <td data-bbox="1541 789 2001 836">0%</td> </tr> <tr> <td data-bbox="1087 836 1541 883">2018-19 (Current)</td> <td data-bbox="1541 836 2001 883">0%</td> </tr> <tr> <td data-bbox="1087 883 1541 971">2018-19 (End of year Projected)</td> <td data-bbox="1541 883 2001 971">0%</td> </tr> </table>	2017-18 (Baseline)	0%	2018-19 (Current)	0%	2018-19 (End of year Projected)	0%
2017-18 (Baseline)	0%						
2018-19 (Current)	0%						
2018-19 (End of year Projected)	0%						
Four-year cohort graduation rate: 100%	<table border="1"> <tr> <td data-bbox="1087 1062 1541 1109">2017-18 (Baseline)</td> <td data-bbox="1541 1062 2001 1109">100%</td> </tr> <tr> <td data-bbox="1087 1109 1541 1196">2018-19 (End of year Projected)</td> <td data-bbox="1541 1109 2001 1196">100%</td> </tr> </table>	2017-18 (Baseline)	100%	2018-19 (End of year Projected)	100%		
2017-18 (Baseline)	100%						
2018-19 (End of year Projected)	100%						
Student suspension rate: 0%	<table border="1"> <tr> <td data-bbox="1087 1291 1541 1338">2017-18 (Baseline)</td> <td data-bbox="1541 1291 2001 1338">0%</td> </tr> <tr> <td data-bbox="1087 1338 1541 1385">2018-19 (Current)</td> <td data-bbox="1541 1338 2001 1385">8.43%</td> </tr> </table>	2017-18 (Baseline)	0%	2018-19 (Current)	8.43%		
2017-18 (Baseline)	0%						
2018-19 (Current)	8.43%						

	2018-19 (End of year Projected)	0%	
Student expulsion rate: 0%	2017-18 (Baseline)	0%	
	2018-19 (Current)	.5%	
	2018-19 (End of year Projected)	.5%	
School experience survey participation rates will be:	School experience survey participation rates are:		
Students:	100%	Students:	97.8%
Families:	50%	Families:	37.7%
Staff:	100%	Staff:	100%
School experience survey average approval rates will be:	School experience survey average approval rates are:		
Students:	75%	Students:	78%
Families:	75%	Families:	98%
Staff:	75%	Staff:	89%

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Charter School will seek parent input in making decisions for the school through quarterly SSC, and PTF meetings.	We hold monthly SSC, and PTF meetings to seek parent input in making decisions for the school.	\$1,000 Parent meeting expenses (4000)(Title I)	\$1,000 Parent meeting expenses (4000)(Title I)
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Star Student assemblies, Open House, Coffee with the Principal, SLAM! Showcase, STEAM Expo, Parent College and campus beautification	\$2,000 Parent activities/events expenses (4000)(Base)	\$2,000 Parent activities/events expenses (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	\$1,500 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$50 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	\$165,000 1 Principal and 1 Dean salaries (2000)(Base); \$3,000 Benefits (3000)(Base)	\$165,000 1 Principal and 1 Dean salaries (2000)(Base); \$3,000 Benefits (3000)(Base)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$40,000 1 Office Manager salary (1000)(Base); \$1,500 benefits (3000)(Base); \$1,500 School Messenger notification program	\$40,000 1 Office Manager salary (1000)(Base); \$1,500 benefits (3000)(Base); \$1,500 Parent Square notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	\$7,000 College Counselor stipend (1000)(Base); \$5,000 Benefits (3000)(Base) \$14,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$7,000 College Counselor stipend (1000)(Base); \$5,000 Benefits (3000)(Base) \$14,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	\$70,000 1 Dean of Students (2000)(Base); \$1,500 Benefits (3000)(Base)	\$70,000 1 Dean of Students (1000)(Base); \$1,500 Benefits (3000)(Base)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	\$165,000 1 Principal and 1 Dean salaries (2000)(Base); \$3,000 Benefits (3000)(Base)	\$165,000 1 Principal and 1 Dean salaries (2000)(Base); \$3,000 Benefits (3000)(Base)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	\$2,000 Panorama Education surveys (5000)(Base)	\$2,000 Panorama Education surveys (5000)(Base)

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Despite an increase in challenging behaviors, we have been able to stay committed to the practices associated with PBIS. We continue to have a rate of 0% suspension/expulsions. Our parents' survey approval rate increased by 2%. Our graduation rate remains strong at 100% for the 3rd year. We are a small school with big school concerns, but we continue to send students to college at a rate above 90% annually.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We have a minimal difference in material cost.

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.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. Per our survey results, we have a full-time college counselor for the 18-19 school year to help with the college planning and applications for our students. There was an addition of a Dean of students to help assist with rebuilding our school culture. Our school's survey results suffered due to a decline in our stakeholders feeling unsafe and concern regarding an increase of challenging behaviors.

Stakeholder Engagement

LCAP Year: 2019–20

Involvement Process for LCAP and Annual Update

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

In order to promote learning and provide a more positive learning experience for our students, MSA-4 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. These committees provide representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 8 PTF meetings, 7 SSC meetings, at least five parent activities/events including weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

Impact on LCAP and Annual Update

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

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- 📖 Improvements in designated/integrated English Learner services
- 📖 Expanding after school, Saturday school, and summer school opportunities
- 📖 Providing counseling and behavior support services to our students
- 📖 Improving teacher observation and evaluation systems and keeping effective teachers
- 📖 Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- 📖 Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- 📖 Expanding STEAM-based programs and activities
- 📖 Other input includes improving school facilities and the lunch program.

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.

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

Unchanged Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

- ☞ To ensure teachers are appropriately assigned and fully credentialed
- ☞ To ensure students have sufficient access to standards-aligned instructional materials
- ☞ To ensure school facilities are maintained in good repair

Priority 2:

- ☞ To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

☞ To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

☞ To ensure EL students make annual progress in learning English

☞ To ensure our students are college/career ready

Priority 8:

☞ To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	90%	90%	90%	90%
Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 52.7 points below standard English Learners: 93.9 points below standard	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year

	<p>Socioeconomically Disadvantaged: 48.8 points below standard</p> <p>Students with Disabilities: 125 points below standard</p> <p>Hispanic: 45.9 points below standard</p>	<p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p>	<p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p>	<p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p>
Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)	<p>2016-17 (Baseline):</p> <p>All Students: 109.8 points below standard</p> <p>English Learners: 149.8 points below standard</p> <p>Socioeconomically Disadvantaged: 110.2 points below standard</p> <p>Students with Disabilities: 184.6 points below standard</p> <p>Hispanic: 107.5 points below standard</p>	<p>2017-18 (Expected):</p> <p>All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p>	<p>2018-19 (Expected):</p> <p>All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p>	<p>2019-20 (Expected):</p> <p>All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p>
Percentage of EL students making annual progress in learning English as measured by the ELPAC	84%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	47%	48%	49%	20%

Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	<p>ELA 31.1%</p> <p>Math 17.2%</p>	32.1%	28%	31.1%	8%
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	<p>ELA 48%</p> <p>Math 12%</p>	50%	52%	54%	18%
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	12%	14%	16%	18%	
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	100%	100%	90%	100%	
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%	100%	100%	

Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	31%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
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Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$15,000	\$5,000
Source	Base	Base	Base
Budget Reference	\$20,000 BTSA expenses (5000)(Base); \$5,000 credentialing expenses (5000)(Base)	\$10,000 BTSA expenses (5000)(Base); \$5,000 credentialing expenses (5000)(Base)	\$5,000 BTSA expenses (5000)(Base)

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$28,000	\$27,000	\$27,000
Source	Base	Base	Base
Budget Reference	\$13,000 Books (4000)(Base); \$15,000 Instructional materials (4000)(Base)	\$12,000 Books (4000)(Base); \$15,000 Instructional materials (4000)(Base)	\$12,000 Books (4000)(Base); \$15,000 Instructional materials (4000)(Base)

Action 3

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Base	Base	Base
Budget Reference	Included in pro-rata share	Included in pro-rata share	Included in pro-rata share

Action 4

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$99,000	\$91,000	\$93,000
Source	Base	Base	Base
Budget Reference	\$26,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base); \$70,000 Dean salary and \$1,500 benefits (1000)(3000)(Base)	\$15,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base); \$73,000 Dean salary and \$1,500 benefits (1000)(3000)(Base)	\$15,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base); \$75,000 Dean's salary and \$1,500 benefits (1000)(3000)(Base)

Action 5

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$71,550	\$74,650	\$76,650
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	\$70,000 Dean's salary (1000)(S&C); \$1,500 Benefits (3000)(S&C); \$150 EL supplemental materials (4000)(Title I)	\$73,000 Dean's salary (1000)(S&C); \$1,500 Benefits (3000)(S&C); \$150 EL supplemental materials (4000)(Title I)	\$75,000 Dean's salary (1000)(S&C); \$1,500 Benefits (3000)(S&C); \$150 EL supplemental materials (4000)(Title I)

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$500	\$1,000
Source	S&C	S&C	S&C
Budget Reference	\$5,000 Professional Development on ELD strategies (5000)(S&C)	\$500 Professional Development on ELD strategies (5000)(S&C)	\$1,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$38,000	\$38,000	\$38,000
Source	Title I	Title I	Title I
Budget Reference	\$35,000 Intervention teacher salaries (1000)(Title I); \$3,000 Benefits (3000)(Title I)	\$35,000 Intervention teacher salaries (1000)(Title I); \$3,000 Benefits (3000)(Title I)	\$35,000 Intervention teacher salaries (1000)(Title I); \$3,000 Benefits (3000)(Title I)

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$52,000	\$45,000	\$52,000
Source	Title I	Title I	Title I
Budget Reference	\$52,000 teacher stipends (1000)(Title I)	\$45,000 teacher stipends (1000)(Title I)	\$52,000 teacher stipends (1000)(Title I)

Action 9

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$176,500	\$182,500	\$184,500
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	\$165,000 Principal and Dean's salaries (1000)(Base); \$3,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$2,000 MAP testing fees (5000)(Title I)	\$171,000 Principal and Dean's salaries (1000)(Base); \$3,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$2,000 MAP testing fees (5000)(Title I)	\$173,000 Principal and Dean's salaries (1000)(Base); \$3,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$2,000 MAP testing fees (5000)(Title I)

Action 10

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$87,500	\$88,500
Source	Base	Base	Base
Budget Reference	\$7,000 College Counselor stipend (1000)(Base); \$5,000 Benefits (3000)(Base)	\$82,500 College Counselor salary (1000)(Base); \$5,000 Benefits (3000)(Base)	\$83,500 College Counselor salary (1000)(Base); \$5,000 Benefits (3000)(Base)

Action 11

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,500	\$8,000	\$8,000

Source	Base	Base	Base
Budget Reference	\$4,500 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	\$8,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	\$8,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)

Action 12

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
-----------	-----------	-----------

2017-18 Actions/Services

Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,500	\$5,500	\$6,000
Source	Base	Base	Base
Budget Reference	\$2,500 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base)	\$2,500 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base)	\$3,000 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base)

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

Unchanged Goal

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

- ☞ To increase student access to a broad course of study
- ☞ To offer innovative courses and programs

Priority 8:

- ☞ To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be	100%	100%	100%	100%

provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters				
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	4%	4%	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%

Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	81%	81%	100%	100%
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Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	See description for 2017-18	See description for 2017-18
--	-----------------------------	-----------------------------

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,138,600	\$1,134,500	\$1,134,500
Source	Base; Donations	Base; Donations	Base; Donations
Budget Reference	\$1,064,000 Teacher salaries (1000)(Base); \$50,000 Benefits (3000)(Base); \$14,000 Online courses (5000)(Base); \$10,000 Field trip expenses (5000)(Donations)	\$1,063,500 Teacher salaries (1000)(Base); \$50,000 Benefits (3000)(Base); \$14,000 Online courses (5000)(Base); \$7,000 Field trip expenses (5000)(Donations)	\$1,063,500 Teacher salaries (1000)(Base); \$50,000 Benefits (3000)(Base); \$14,000 Online courses (5000)(Base); \$5,000 Field trip expenses (5000)(Donations)

Action 2

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$168,000	\$171,000	\$173,000
Source	Base	Base	Base
Budget Reference	\$165,000 1 Principal and Dean's salaries (1000)(Base); \$3,000 Benefits (3000)(Base)	\$168,000 1 Principal and Dean's salaries (1000)(Base); \$3,000 Benefits (3000)(Base)	\$170,000 1 Principal and Dean's salaries (1000)(Base); \$3,000 Benefits (3000)(Base)

Action 3

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

Students to be Served:**Location(s):**

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

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

All	All Schools
-----	-------------

OR

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

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

Select from New, Modified, or Unchanged for 2017-18 Unchanged	Select from New, Modified, or Unchanged for 2018-19 Unchanged	Select from New, Modified, or Unchanged for 2019-20 Unchanged
--	--	--

2017-18 Actions/Services Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	2018-19 Actions/Services See description for 2017-18	2019-20 Actions/Services See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$61,000	\$65,000	\$65,000
Source	Base	Base	Base
Budget Reference	\$61,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$65,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$65,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$137,000	\$139,000	\$141,000
Source	Base	Base	Base
Budget Reference	\$70,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$67,000 Technology expenses	\$72,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$67,000 Technology expenses	\$74,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$67,000 Technology expenses

Action 5

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$1,000
Source	Base	Base	Base
Budget Reference	\$3,000 Science materials (4000)(Base)	\$3,000 Science materials (4000)(Base)	\$1,000 Science materials (4000)(Base)

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

Unchanged Goal

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

- ☞ To seek parent input in making decisions for the Charter School
- ☞ To promote parental participation in programs

Priority 5:

- ☞ To increase student attendance
- ☞ To avoid chronic absenteeism
- ☞ To avoid middle school dropout
- ☞ To avoid high school dropout
- ☞ To increase high school graduation rate

Priority 6:

- ☞ To avoid student suspension

🏠 To avoid student expulsion

🏠 To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	7	7	7
Number of PTF meetings per year	4	8	8	8
Number of activities/events for parent involvement per year	5	16	20	18
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	23%	1%	10%	15%
ADA rate	94%	90.5%	93.05%	94%
Chronic absenteeism rate	9%	21%	19%	17%
Middle school dropout rate	0%	0%	0%	0%
High school dropout rate	0%	0%	0%	0%
Four-year cohort graduation rate	100%	100%	100%	100%

Student suspension rate	0%	0%	10	5%												
Student expulsion rate	0%	0%	.6%	0%												
School experience survey participation rates	<table border="1"> <tr><td>Students: 100%</td></tr> <tr><td>Families: 50%</td></tr> <tr><td>Staff: 100%</td></tr> </table>	Students: 100%	Families: 50%	Staff: 100%	<table border="1"> <tr><td>Students: 97.8%</td></tr> <tr><td>Families: 37.7%</td></tr> <tr><td>Staff: 100%</td></tr> </table>	Students: 97.8%	Families: 37.7%	Staff: 100%	<table border="1"> <tr><td>Students: 80.7%</td></tr> <tr><td>Families: 15.7%</td></tr> <tr><td>Staff: 78.9%</td></tr> </table>	Students: 80.7%	Families: 15.7%	Staff: 78.9%	<table border="1"> <tr><td>Students: 81%</td></tr> <tr><td>Families: 20%</td></tr> <tr><td>Staff: 100%</td></tr> </table>	Students: 81%	Families: 20%	Staff: 100%
Students: 100%																
Families: 50%																
Staff: 100%																
Students: 97.8%																
Families: 37.7%																
Staff: 100%																
Students: 80.7%																
Families: 15.7%																
Staff: 78.9%																
Students: 81%																
Families: 20%																
Staff: 100%																
School experience survey average approval rates	<table border="1"> <tr><td>Students: 85%</td></tr> <tr><td>Families: 85%</td></tr> <tr><td>Staff: 85%</td></tr> </table>	Students: 85%	Families: 85%	Staff: 85%	<table border="1"> <tr><td>Students: 78%</td></tr> <tr><td>Families: 98%</td></tr> <tr><td>Staff: 89%</td></tr> </table>	Students: 78%	Families: 98%	Staff: 89%	<table border="1"> <tr><td>Students: 64%</td></tr> <tr><td>Families: 100%</td></tr> <tr><td>Staff: 87%</td></tr> </table>	Students: 64%	Families: 100%	Staff: 87%	<table border="1"> <tr><td>Students: 70%</td></tr> <tr><td>Families: 100%</td></tr> <tr><td>Staff: 90%</td></tr> </table>	Students: 70%	Families: 100%	Staff: 90%
Students: 85%																
Families: 85%																
Staff: 85%																
Students: 78%																
Families: 98%																
Staff: 89%																
Students: 64%																
Families: 100%																
Staff: 87%																
Students: 70%																
Families: 100%																
Staff: 90%																

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
---	---	---

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

Charter School will seek parent input in making decisions for the school through quarterly SSC, and PTF meetings.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Title I	Title I	Title I
Budget Reference	\$1,000 Parent meeting expenses (4000)(Title I)	\$1,000 Parent meeting expenses (4000)(Title I)	\$1,000 Parent meeting expenses (4000)(Title I)

Action 2

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$4,000
Source	Base	Base	Base
Budget Reference	\$2,000 Parent activities/events expenses (4000)(Base)	\$2,000 Parent activities/events expenses (4000)(Base)	\$4,000 Parent activities/events expenses (4000)(Base)

Action 3

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

Students to be Served:**Location(s):**

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

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

All	All Schools
-----	-------------

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$6,500	\$6,500
Source	Base	Base	Base

Budget Reference	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]
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Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$1,500
Source	Title I	Title I	Title I
Budget Reference	\$1,500 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$1,500 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$1,500 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will provide a safe, nurturing, and engaging learning

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

environment for all our students and families. Academic and social-emotional support will be provided to address student needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$168,000	\$171,000	\$200,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	\$165,000 Principal and Dean’s salary (1000)(S&C); \$3,000 Benefits (3000)(S&C)	\$168,000 School Psychologist salary (1000)(S&C); \$3,000 Benefits (3000)(S&C)	\$180,000 Principal and Dean’s salary (1000)(S&C); \$3,000 Benefits (3000)(S&C), \$7,000 Mitchell Family Counseling

Action 6

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

Students to be Served:

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

Location(s):

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

All	All Schools
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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$43,000	\$45,000	\$51,000
Source	Base	Base	Base
Budget Reference	\$40,000 1 Office Manager salary (2000)(Base); \$1,500 Benefits (3000)(Base); \$1,500 School Messenger notification program	\$42,000 1 Office Manager salary (2000)(Base); \$1,500 Benefits (3000)(Base); \$1,500 Parent Square notification program	\$48,000 1 Office Manager salary (2000)(Base); \$1,500 Benefits (3000)(Base); \$1,500 Parent Square notification program

Action 7

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,000	\$96,500	\$ 90,500
Source	Base	Base	Base
Budget Reference	\$10,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$14,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$82,500 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$14,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$80,500 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$5,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$71,500	\$74,500	\$76,500

Source	Base	Base	Base
Budget Reference	\$70,000 1 Dean of Students (1000)(Base); \$1,500 Benefits (3000)(Base)	\$73,000 1 Dean of Students (1000)(Base); \$1500 Benefits (3000)(Base)	\$75,000 1 Dean of Students (1000)(Base); \$1500 Benefits (3000)(Base)

Action 9

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

atmosphere of trust, respect, and high expectations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$168,000	\$171,000	\$173,000
Source	Base	Base	Base
Budget Reference	\$165,000 1 Principal and Dean’s salaries (1000)(Base); \$3,000 Benefits (3000)(Base)	\$168,000 1 Principal and Dean’s salaries (1000)(Base); \$3,000 Benefits (3000)(Base)	\$170,000 1 Principal and Dean’s salaries (1000)(Base); \$3,000 Benefits (3000)(Base)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will annually administer school experience surveys to students, parents, and staff.	See description for 2017-18	See description for 2017-18
--	-----------------------------	-----------------------------

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	\$2,000 Panorama Education surveys (5000)(Base)	\$2,000 Panorama Education surveys (5000)(Base)	\$2,000 Panorama Education surveys (5000)(Base)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
--	--

\$382,586	26.32 %
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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).

☞ Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

☞ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

☞ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

☞ During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

☞ Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

☞ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

☞ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

☞ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 359,601

24.48%

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).

☞ Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

☞ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

☞ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

☞ During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

☞ Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

☞ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

☞ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

☞ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 396,022

22.65 %

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).

☰ Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

☰ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

☰ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

☰ During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

☞ Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

☞ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

☞ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

☞ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating

only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;

- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

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)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template

LEA Name

Contact Name and Title

Email and Phone

Magnolia Science Academy-5

Brad Plonka, Principal

bplonka@magnoliapublicschools.org
(818) 705-5676

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

MSA-5 currently has 240 students in grades 6-11, and mainly draws enrollment from Reseda, CA and neighboring communities. The neighborhoods that MSA-5 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-5 serves faces economic challenges. MSA-5 has a diverse enrollment, including 87% Hispanic/Latino, 5% White, 5% Asian, and 2% Black or African American. Of our 240 students, 88% Socioeconomically Disadvantaged, 17% Special Education, and 23% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-5 is supplemented by tutoring, after-school programs, and school-to-university links.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
- The need to continue our improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students
- Improving the school's communication system, ParentSquare, to get messages to families

-Keeping the school site safe

-The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Those include, chronic absenteeism, in all subgroup have growth in English Language Arts and Math.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

Areas that we are most proud of are the following:

- Suspension Rate is Green for all students and sub groups.
- All subgroups, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic in ELA and Math increased significantly on the CA School Dashboard.
- CAASPP test results increased 12% in ELA and 19% in Math.
- Approval rating grew 8% with students.
- Overall satisfaction increased 9% with students.
- Actions that we will maintain is our power classes for Math and ELA and our designated English Learner Classes. We will also continue to provide PD in areas that support our students' demographics (differentiated instruction).

Referring to the California School Dashboard, 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

In both Math and ELA our Special Education population was low at 94.1 points below standard in Math and very low at 79.3 points below standard in ELA. Also we were categorized as low in in ELA & Math as a whole. Special Education students need more attention and more PD for teaching students with disabilities are needed. More math tutoring provided through Title I funds, Saturday school, Power Math and after school tutoring for all struggling sub groups.

Also, based upon our student survey results, topic 3 (safety), topic 5 (growth mindset) and topic 6 (self-efficacy) has shown the lowest percent favorable by students. We'll continue to have staff connect with their students and help students set goals beyond high school.

Chronic absenteeism rate still is over 10% and our ADA is meeting our 95% goal, but we would still like to improve on that as well.

Performance Gaps

Though the majority of our student groups showed growth in Math and in ELA, still the majority were categorized low or very low.

MSA-5 is planning to continue to provide students a variety of supports such as after school tutoring, Saturday School, Power classes, and 1 on 1 tutoring with staff at school. Also, MSA-5 will continue to provide staff with PD on differentiated instruction, Response to Intervention (RTI), and working with diverse learners.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual								
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%								
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%								
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%								
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%								
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8): 2018-19 Expected: <table border="1" data-bbox="100 1321 877 1463"> <tr> <td>All Students:</td> <td></td> </tr> <tr> <td>English Learners:</td> <td>5 percentage points up from the prior year</td> </tr> </table>	All Students:		English Learners:	5 percentage points up from the prior year	2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2018-19. 2017-18 (Baseline): <table border="1" data-bbox="1041 1359 1969 1463"> <tr> <td>All Students:</td> <td>46%</td> </tr> <tr> <td>English Learners:</td> <td>7%</td> </tr> </table>	All Students:	46%	English Learners:	7%
All Students:									
English Learners:	5 percentage points up from the prior year								
All Students:	46%								
English Learners:	7%								

Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year

Socioeconomically Disadvantaged:	50%
Students with Disabilities:	17%
Hispanic:	46%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	20.9 points below standard
English Learners:	40.9 points below standard
Socioeconomically Disadvantaged:	18.8 points below standard

Hispanic:	3 points up from the prior year	Students with Disabilities:	79.3 points below standard
		Hispanic:	38.2 points below standard
		Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:	
		2018-19 (Projected):	
		All Students:	3 points up from the prior year
		English Learners:	3 points up from the prior year
		Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year		
Hispanic:	3 points up from the prior year		
White:	3 points up from the prior year		
Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):		2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Reading assessment and projected increase in 2018-19.	
2018-19 Expected:		2017-18 (Baseline):	
All Students:	2 percentage points up from the prior year	All Students:	45%
English Learners:	2 percentage points up from the prior year	English Learners:	41%
Socioeconomically Disadvantaged:	2 percentage points up from the prior year	Socioeconomically Disadvantaged:	50%
Students with Disabilities:	2 percentage points up from the prior year	Students with Disabilities:	50%
Hispanic:	2 percentage points up from the prior year	Hispanic:	42%
		Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:	

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):

2018-19 Expected:

All Students:	1 percentage points up from the prior year
English Learners:	1 percentage points up from the prior year
Socioeconomically Disadvantaged:	1 percentage points up from the prior year
Students with Disabilities:	1 percentage points up from the prior year
Hispanic:	1 percentage points up from the prior year
White:	1 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	34%
English Learners:	13%
Socioeconomically Disadvantaged:	36%
Students with Disabilities:	14%
Hispanic:	33%
White:	15%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	1 percentage points up from the prior year
English Learners:	1 percentage points up from the prior year
Socioeconomically Disadvantaged:	1 percentage points up from the prior year
Students with Disabilities:	1 percentage points up from the prior year
Hispanic:	1 percentage points up from the prior year
White:	1 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	38.0 points below standard
English Learners:	37.0 points below standard
Socioeconomically Disadvantaged:	33.9 points below standard
Students with Disabilities:	94.1 points below standard
Hispanic:	41.4 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Mathematics assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	55%
English Learners:	55%
Socioeconomically Disadvantaged:	61%
Students with Disabilities:	61%
Hispanic:	55%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year

	<table border="1"> <tr> <td>Socioeconomically Disadvantaged:</td> <td>2 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities:</td> <td>2 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic:</td> <td>2 percentage points up from the prior year</td> </tr> </table>	Socioeconomically Disadvantaged:	2 percentage points up from the prior year	Students with Disabilities:	2 percentage points up from the prior year	Hispanic:	2 percentage points up from the prior year		
Socioeconomically Disadvantaged:	2 percentage points up from the prior year								
Students with Disabilities:	2 percentage points up from the prior year								
Hispanic:	2 percentage points up from the prior year								
Percentage of EL students making annual progress in learning English as measured by the ELPAC: 2 percentage points up from the prior year	<p>2018-19 ELPI data is not available at this time. The following table shows 2017-18 ELPAC performance data of our ELs.</p> <p>2017-18 (Baseline):</p> <table border="1"> <tr> <td>Level 4 - Well Developed</td> <td>25%</td> </tr> <tr> <td>Level 3 - Moderately Developed</td> <td>39%</td> </tr> <tr> <td>Level 2 - Somewhat Developed</td> <td>19%</td> </tr> <tr> <td>Level 1 – Beginning Stage</td> <td>17%</td> </tr> </table>	Level 4 - Well Developed	25%	Level 3 - Moderately Developed	39%	Level 2 - Somewhat Developed	19%	Level 1 – Beginning Stage	17%
Level 4 - Well Developed	25%								
Level 3 - Moderately Developed	39%								
Level 2 - Somewhat Developed	19%								
Level 1 – Beginning Stage	17%								
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year	<table border="1"> <tr> <td>2017-18 (Baseline)</td> <td>31%</td> </tr> <tr> <td>2018-19 (Projected)</td> <td>1 percentage point up from the prior year</td> </tr> </table>	2017-18 (Baseline)	31%	2018-19 (Projected)	1 percentage point up from the prior year				
2017-18 (Baseline)	31%								
2018-19 (Projected)	1 percentage point up from the prior year								
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 80%	<table border="1"> <tr> <td>2017-18 (Baseline)</td> <td>70%</td> </tr> <tr> <td>2018-19 (End of first semester)</td> <td>85%</td> </tr> <tr> <td>2018-19 (End of second semester Projected)</td> <td>1 percentage point up from the prior year</td> </tr> </table>	2017-18 (Baseline)	70%	2018-19 (End of first semester)	85%	2018-19 (End of second semester Projected)	1 percentage point up from the prior year		
2017-18 (Baseline)	70%								
2018-19 (End of first semester)	85%								
2018-19 (End of second semester Projected)	1 percentage point up from the prior year								
Percentage of students in grades 9-11 who will participate in the PSAT test: 100%	Percentage of students in grades 9-11 who have participated in the PSAT test: 45%								

Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 2 percentage points up from the prior year

2017-18 (Baseline)	10%
2018-19 (Actual)	20%

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported two of our teachers for their credentialing needs. We are compliant with teacher assignments.	\$6,000 BTSA expenses (5000)(Base); \$2,000 EL authorization expenses (5000)(Base)	\$5,542.9 BTSA expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	\$20,000 Books (4000)(Base); \$13,000 Instructional materials (4000)(Base)	\$26,545 Books (4000)(Base); \$1,070 Instructional materials (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	\$1,000 Janitorial services (5000)(Base)	N/A
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	\$10,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base)	\$2,096.89 Professional Development (5000)(Base); \$1020 TeachBoost fees (5000)(Base)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	\$5,000 EL Coordinator Stipend (1000); \$1000 EL supplemental materials (4000)(Title I)	\$5,000 EL Coordinator salary (1000)(S&C); \$2,500 EL supplemental materials (4000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.</p>	<p>Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.</p>	<p>\$4,000 Professional Development on ELD strategies (5000)(S&C)</p>	<p>\$150 Professional Development on ELD strategies (5000)(S&C)</p>
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p>	<p>During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, ELD Designated Support etc.</p>	<p>\$40,000 Intervention teacher salaries (1000)(Title I); \$2,000 Summer school Math Support (1000)(Title I); \$3,000 EL Coordinator (1000)(Title I) ; \$13,000 Benefits (3000)(Title I)</p>	<p>\$67,680 Intervention teacher salaries (1000)(Title I); \$2,000 Summer school Math Support (1000)(Title I); \$5,000 EL Coordinator (1000)(Title I) ; \$22,676 Benefits (3000)(Title I)</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$55,000 EL teacher salary (1000)(ASES); \$15,000 Benefits (3000)(ASES)	\$60,214 One teacher salary (1000)(ASES); \$8,064 Benefits (3000)(ASES)
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Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	\$85,000 One dean of academics (1000)(Base); \$15,000 Benefits (3000)(Base); \$3250 illuminate SIS & DnA (5000)(Base); \$2,625 MAP testing fees (5000)(Title I)	\$92,240 Dean of Academics salary (1000)(Base); \$26,749 Benefits(3000)(Base)\$2,876 Illuminate SIS & DnA (5000)(Base); \$3100 MAP testing fees (5000)(Title I)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our Dean of Academics creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.	N/A	\$92,240 Dean of Academics salary (1000)(Base); \$26,749 Benefits(3000)(Base)\$

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Starting the 2018-19 school year, Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	Based on student needs and interests, we offered the following AP courses next year: AP Spanish and AP Language Arts.	\$4,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2:	\$4,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2:

		Action 1]; AP course materials (3000)(Base)	Action 1]; AP course materials (3000)(Base)
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Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.	We offer “Advisory” classes in grades 9-12 and “College Readiness” classes and programs preparing students for college readiness in grades 11-12.	\$2,000 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base)	N/A

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer Advisory classes and will offer AP classes for college readiness.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We have shown growth with our ELs and SPED students on their growth according to the CA Dashboard. Also, our Math did grow more than 1% in meeting or exceeding the standards. For our items that that were not effective, we continue to look at our data to determine what specific areas where our students need more intervention.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Action Item 4, \$10,000 was budgeted for professional development and we spent \$2,096.89 as we did most of our professional development in house. This includes our PD and ELD strategies. Action item 7, we added one more ELA and Math Intervention class requiring two additional team member to teach the class raising the amount budgeted for salaries and insurance. Finally, for Action Item 12, we did not utilize Naviance and College Prep materials as a teacher provide College Readiness Support as well as the Dean of Academics. Since we are adding 12th grade next year and will have a larger 11th grade co-hort, we will implement Naviance for the 2019-20 school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%

Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 5%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 11%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo:60%

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, Mathematics, Social Sciences, and Science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest.	\$730,000 Teacher salaries (1000)(Base); \$182,000 Benefits (3000)(Base); (5000)\$10,000 Field trip expenses	\$723,000 Teacher salaries (1000)(Base); \$202,000 Benefits (3000)(Base); \$7700 Field trip expenses

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are	We have designed our master schedule to meet the needs of all students. We provide	\$185,000 1 Principal and Dean of Academics salaries (1000)(Base);	\$192,862 1 Principal and 1 Dean of Academics salaries (1000)(Base);

available to all students, including student groups.	opportunities for online and dual enrollment as well.	\$45,000 Benefits (3000)(Base)	\$55,930 Benefits (3000)(Base)
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	We offer Accelerated and Advanced Math classes and Advanced Math club to students in grades 6-8.	\$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$72,518 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased Chromebooks, carts and Smart boards.	\$40,000 1 IT staff salary (2000)(Base); \$10,000 Benefits (3000)(Base); \$10,000 Computers; \$15,000 Technology expenses	\$42,449 1 IT staff salary (2000)(Base); \$12,300 Benefits (3000)(Base); \$ 9,937 Computers; \$9100 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-	\$5,000 Science materials (4000)(Base)	\$7,564.05 Science materials (4000)(Base)

access to quality out-of-school STEAM activities and achievements.	wide STEAM expo and county-wide science fairs and activities as well.		
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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 LCFE Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We were also able to have a high percentage of students to participate in our own STEAM Expo as well as our CMO’s STEAM Expo as well. We also were able to provide the listed classes in our charter petition and continue to keep our students on track to graduate on time with the necessary classes to qualify for college.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

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 LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual	
Number of SSC meetings per year: 4	Current: 3	By the end of 2018-19 (Planned): 4
Number of ELAC meetings per year: 4	Current: 3	By the end of 2018-19 (Planned): 4
Number of PTF meetings per year: 4	Current: 5	By the end of 2018-19 (Planned): 5
Number of activities/events for parent involvement per year: 5	Current: 6	By the end of 2018-19 (Planned): 7
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.	
Number of progress reports sent to parents per year: 4	4	
Percentage of students who have been home-visited by the teachers per year: 30%	2017-18 (Baseline)	20%
	2018-19 (Current)	45%
	2018-19 (End of year Planned)	50%
ADA rate: 95%	2017-18 (Baseline)	94%
	2018-19 (Current)	95%
	2018-19 (End of year Projected)	95%
Chronic absenteeism rate: 12%	2017-18 (Baseline)	15%

		2018-19 (Current)	11%
		2018-19 (End of year Projected)	10%
Middle school dropout rate: 0%		2017-18 (Baseline)	0%
		2018-19 (Current)	0%
		2018-19 (End of year Projected)	0%
High school dropout rate: 0%		2017-18 (Baseline)	0%
		2018-19 (Current)	0%
		2018-19 (End of year Projected)	0%
Student suspension rate: 5%		2017-18 (Baseline)	0%
		2018-19 (Current)	1%
		2018-19 (End of year Projected)	1%
Student expulsion rate: 1%		2017-18 (Baseline)	0%
		2018-19 (Current)	0%
		2018-19 (End of year Projected)	0%
School experience survey participation rates will be:		School experience survey participation rates are:	
Students:	97%	Students:	99%
Families:	96%	Families:	100%
Staff:	100%	Staff:	100%
School experience survey average approval rates will be:		School experience survey average approval rates are:	
Students:	65%	Students:	64%

Families:	90%	Families:	96%
Staff:	90%	Staff:	93%

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	\$3,000 Parent meeting expenses (4000)(Title I)	\$2,280 Parent meeting expenses (4000)(Title I)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. You can add more events here that promote parental participation.	\$1,000 Parent activities/events expenses (4000)(Base)	\$2,280 Parent activities/events expenses (4000)(Base) [Duplicated Expense: See Goal 3: Action 2]

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	\$3,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$2,876 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	\$7,000 Home visit compensation (1000)(3000)(5000)(Title I)	\$15,800 Home visit compensation (1000)(3000)(5000)(Title I)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	\$35,000 School Psychologist salary (1000)(S&C); \$7,500 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	\$32,300 Psychologist salary (1000)(3000)(S&C); \$5,000 Discipline Coordinator Stipend (1000)(ASES)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$15,000 Benefits (3000)(Base); \$1,500 ParentReach notification program	\$60,997 1 Office Manager (2000)(Base); \$17,690 Benefits (3000)(Base); \$2,280 ParentReach notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	\$85,000 Dean of Academics salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$15,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$92,240 Dean of Academics salary (1000)(Base); \$26,749 Benefits(3000)(Base)\$ [Duplicated Expense: See Goal 1: Action 10]; \$2,067 Online courses (5000)(Base)
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Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	\$5,000 Discipline Coordinator Stipend (1000)(Base)	\$5,000 Discipline Coordinator Stipend (1000)(Base)Duplicated Expense]

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	\$3,900 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	\$2,000 Panorama Education surveys (5000)(Base)	\$784 Panorama Education surveys (5000)(Base)
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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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA-5 has met LCAP goal of keeping a low suspension rate. Also, MSA-5’s survey results show approval growth from students from 64% to 72% and family approval maintained with a 1% drop and staff stayed the same at 93%. MSA-5’s ADA has maintained at 95% as well.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures. Goal 3 Action 4 showed a significant increase as the Charter School made it a priority to visit as many families as possible exceeding its 30% by over 10%. Also, Goal 3 Action 6 was not as high due to the time it took to hire a qualified office clerk for the main office.

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.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year: 2019–20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-5 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made over 100 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services

- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials
- To ensure school facilities are maintained in good repair

Priority 2:

- To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- To ensure EL students make annual progress in learning English

- To ensure our students are college/career ready

Priority 8:

- To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 33%	All Students: 5 percentage points up from the prior year	All Students: 5 percentage points up from the prior year	All Students: 2 percentage points up from the prior year
	English Learners: 6%	English Learners: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year
	Socioeconomically Disadvantaged: 34%	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year
	Students with Disabilities: 8%	Students with Disabilities: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year
	Homeless: *	Students with Disabilities: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year
	African American: *	Hispanic: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year
	Hispanic: 29%	White: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year	White: 2 percentage points up from the prior year
White: 39%				
Change in Average Distance from Standard on the CASSPP-	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):

<p>ELA/Literacy assessments (Grades 3-8)</p>	<p>All Students: 25.5 points below standard</p> <p>English Learners: 67.8 points below standard</p> <p>Socioeconomically Disadvantaged: 28.9 points below standard</p> <p>Students with Disabilities: 126.9 points below standard</p> <p>Hispanic: 36.9 points below standard</p> <p>White: 0.1 points below standard</p>	<p>All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the prior year</p>	<p>All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the prior year</p>	<p>All Students: 2 points up from the prior year</p> <p>English Learners: 2 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 2 points up from the prior year</p> <p>White: 2 points up from the prior year</p>
<p>Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p>	<p>2016-17 (Baseline):</p> <p>All Students: 67%</p> <p>English Learners: 32%</p> <p>Socioeconomically Disadvantaged: 69%</p> <p>Students with Disabilities: 22%</p> <p>Homeless: 40%</p> <p>African American: 40%</p> <p>Hispanic: 68%</p> <p>White: NA</p>	<p>2017-18 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners: 2 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p> <p>Students with Disabilities: 2 percentage points up from the prior year</p> <p>Hispanic: 2 percentage points up from the prior year</p>	<p>2018-19 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners: 2 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p> <p>Students with Disabilities: 2 percentage points up from the prior year</p> <p>Hispanic: 2 percentage points up from the prior year</p>	<p>2019-20 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners: 2 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p> <p>Students with Disabilities: 2 percentage points up from the prior year</p> <p>Hispanic: 2 percentage points up from the prior year</p>
<p>Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):</p>	<p>2016-17 (Baseline):</p> <p>All Students: 16%</p> <p>English Learners: 3%</p> <p>Socioeconomically Disadvantaged: 15%</p> <p>Students with Disabilities: 0%</p>	<p>2017-18 (Expected):</p> <p>All Students: 5 percentage points up from the prior year</p> <p>English Learners: 5 percentage points up from the prior year</p>	<p>2018-19 (Expected):</p> <p>All Students: 5 percentage points up from the prior year</p> <p>English Learners: 5 percentage points up from the prior year</p>	<p>2019-20 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners: 2 percentage points up from the prior year</p>

	<table border="1"> <tr><td>Hispanic: 11%</td></tr> <tr><td>White: 15%</td></tr> </table>	Hispanic: 11%	White: 15%	<table border="1"> <tr><td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 5 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 5 percentage points up from the prior year</td></tr> <tr><td>White: 5 percentage points up from the prior year</td></tr> </table>	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year	<table border="1"> <tr><td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 5 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 5 percentage points up from the prior year</td></tr> <tr><td>White: 5 percentage points up from the prior year</td></tr> </table>	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year	<table border="1"> <tr><td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> <tr><td>White: 2 percentage points up from the prior year</td></tr> </table>	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year
Hispanic: 11%																		
White: 15%																		
Socioeconomically Disadvantaged: 5 percentage points up from the prior year																		
Students with Disabilities: 5 percentage points up from the prior year																		
Hispanic: 5 percentage points up from the prior year																		
White: 5 percentage points up from the prior year																		
Socioeconomically Disadvantaged: 5 percentage points up from the prior year																		
Students with Disabilities: 5 percentage points up from the prior year																		
Hispanic: 5 percentage points up from the prior year																		
White: 5 percentage points up from the prior year																		
Socioeconomically Disadvantaged: 2 percentage points up from the prior year																		
Students with Disabilities: 2 percentage points up from the prior year																		
Hispanic: 2 percentage points up from the prior year																		
White: 2 percentage points up from the prior year																		
Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):														
	All Students: 91.1 points below standard	All Students: 3 points up from the prior year	All Students: 3 points up from the prior year	All Students: 2 points up from the prior year														
	English Learners: 120.4 points below standard	English Learners: 3 points up from the prior year	English Learners: 3 points up from the prior year	English Learners: 2 points up from the prior year														
	Socioeconomically Disadvantaged: 94.2 points below standard	Socioeconomically Disadvantaged: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Socioeconomically Disadvantaged: 2 points up from the prior year														
	Students with Disabilities: 191.7 points below standard	Students with Disabilities: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Students with Disabilities: 2 points up from the prior year														
	Hispanic: 105.3 points below standard	Hispanic: 3 points up from the prior year	Hispanic: 3 points up from the prior year	Hispanic: 2 points up from the prior year														
	White: 64.4 points below standard	White: 3 points up from the prior year	White: 3 points up from the prior year	White: 2 points up from the prior year														
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):														
	All Students: 64%	All Students: 2 percentage points up from the prior year	All Students: 2 percentage points up from the prior year	All Students: 2 percentage points up from the prior year														
	English Learners: 27%	English Learners: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year														
	Socioeconomically Disadvantaged: 67%	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year														
	Students with Disabilities: 29%																	
	Hispanic: 62%																	

		Students with Disabilities: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year
		Hispanic: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the ELPAC	30%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	20%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	70%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	NA%	NA%	NA%	50%
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	NA%	NA%	NA%	25%
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	NA%	NA%	NA%	60%
Percentage of students in grades 9-11 who will	100%	100%	100%	60%

participate in the PSAT test				
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	10%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$8,000	\$3,000
Source	Base	Base	Title II
Budget Reference	\$5,000 BTSA expenses (5000)(Base); \$1,000 EL authorization expenses (5000)(Base)	\$6,000 BTSA expenses (5000)(Base); \$2,000 EL authorization expenses (5000)(Base)	\$2,500 BTSA expenses (5000)(Base); \$500 EL authorization expenses (5000)(Base)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$39,200	\$33,000	\$34,000
Source	Base	Base	Base
Budget Reference	\$18,200 Books (4000)(Base); \$11,000 Instructional materials (4000)(Base)	\$20,000 Books (4000)(Base); \$13,000 Instructional materials (4000)(Base)	\$25,000 Books (4000)(Base); \$9,000 Instructional materials (4000)(Lottery)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
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(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

EL, FY, LI	LEA-Wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$600
Source	Base	Base	Base
Budget Reference	\$1,000 Janitorial services (5000)(Base)	\$1,000 Janitorial services (5000)(Base)	\$600 Janitorial services (5000)(Base)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,840	\$11,500	\$6,198
Source	Base	Base	Base
Budget Reference	\$10,000 Professional Development (5000)(Base); \$840 TeachBoost fees (5000)(Base)	\$10,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base)	\$5,000 Professional Development (5000)(Title II); \$1,198 TeachBoost fees (5000)(Base)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific Student Groups

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$6,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	\$5,000 EL Coordinator Stipend (1000); \$1000 EL supplemental materials (4000)(Title I)	\$5,000 EL Coordinator Stipend (1000); \$1000 EL supplemental materials (4000)(Title I)	\$5,000 EL Coordinator Stipend (1000); \$1000 EL supplemental materials (4000)(Title I)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all

See description for 2017-18

See description for 2017-18

students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$4,000	\$1,000
Source	S&C	S&C	S&C
Budget Reference	\$4,000 Professional Development on ELD strategies (5000)(S&C)	\$4,000 Professional Development on ELD strategies (5000)(S&C)	\$1,000 Professional Development on ELD strategies (5000)(Title II)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
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(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$58,000	\$58,000	\$68,750
Source	Title I	Title I	Title I
Budget Reference	\$40,000 Intervention teacher salaries (1000)(Title I); \$2,000 Summer school Math Support (1000)(Title I); \$3,000 EL Coordinator (1000)(Title I) ; \$13,000 Benefits (3000)(Title I)	\$40,000 Intervention teacher salaries (1000)(Title I); \$2,000 Summer school Math Support (1000)(Title I); \$3,000 EL Coordinator (1000)(Title I) ; \$13,000 Benefits (3000)(Title I)	\$50,000 Intervention teacher salaries (1000)(Title I); \$5,000 EL Coordinator (1000)(Title I) ; \$13,750 Benefits (3000)(Title I)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$20,000
Source	ASES	ASES	ASES
Budget Reference	\$10,000 Three teacher stipends (1000)(ASES)	\$10,000 Three teacher stipends (1000)(ASES)	\$20,000 Saturday School (1000)(Title I)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$105,875	\$105,875	\$117,343
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	\$85,000 One dean of academics (1000)(Base); \$15,000 Benefits (3000)(Base); \$3250 illuminate SIS &	\$85,000 One dean of academics (1000)(Base); \$15,000 Benefits (3000)(Base); \$3250 illuminate SIS &	\$87,864 Dean of Academics salary (1000)(Base); \$21,966 Benefits(3000)(Base) \$4,513 Illuminate

	DnA (5000)(Base); \$2,625 MAP testing fees (5000)(Title I)	DnA (5000)(Base); \$2,625 MAP testing fees (5000)(Title I)	SIS & DnA (5000)(Base); \$3,000 MAP testing fees (5000)(Base)
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Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$109,830

Source	Base	Base	Base
Budget Reference	N/A	N/A	\$87,864 Dean of Academics salary (1000)(Base); \$21,966 Benefits(3000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$7,000	\$7,000
Source	Base	Base	Base
Budget Reference	N/A	\$4,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	\$4,000 AP Teacher additional salaries (1000)(Base); \$3,000 AP course materials (3000)(Base)

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and

See description for 2017-18

See description for 2017-18

programs preparing students for college readiness, including test prep for ACT/SAT.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$5,000	\$3,000
Source	Base	Base	Base
Budget Reference	N/A	\$2,000 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base)	\$2,984 Naviance program (5000)(Base); \$1,000 College preparation materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

- To increase student access to a broad course of study
- To offer innovative courses and programs

Priority 8:

- To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%	5%	10%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%

Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%	80%	80%
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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI	LEA-Wide	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with a broad array of courses including core subjects	See description for 2017-18	See description for 2017-18

(English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$997,512	\$1,170,000	\$1,207,476
Source	Base	Base	Base
Budget Reference	\$718,256 Teacher salaries (1000)(Base); \$269,831 Benefits (3000)(Base); \$10,000 Field trip expenses (5000)(Donations)	\$850,000 Teacher salaries (1000)(Base); \$300,000 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$10,000 Field trip expenses (5000)(Donations)	\$888,490 Teacher salaries (1000)(Base); \$311,713 Benefits (3000)(Base); \$2,273 Online courses (5000)(Base); \$5,000 Field trip expenses (5000)(Base)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$213,000	\$230,000	\$250,000
Source	Base	Base	Base
Budget Reference	\$175,000 1 Principal and 1 Deans of Academics salaries (1000)(Base); \$38,000 Benefits (3000)(Base)	\$185,000 1 Principal and 1 Deans of Academics salaries (1000)(Base); \$45,000 Benefits (3000)(Base)	\$200,000 1 Principal and 1 Deans salaries (1000)(Base); \$50,000 Benefits (3000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

EL, FY, LI

LEA-Wide

All Schools, Specific Grade Spans

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$85,000	\$85,000	\$91,438
Source	Base	Base	Base
Budget Reference	\$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$73,150 1 Accelerated/Advanced Math teacher salary and \$18,288 benefits (1000)(3000)(Base)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$83,500	\$77,000	\$88,478
Source	Base	Base	Base; Title IV
Budget Reference	\$40,000 0.5 IT staff salary (2000)(Base); \$8,500 Benefits (3000)(Base)Goal 2: Action 1]; \$20,000 Computers; \$15,000 Technology expenses	\$42,000 1 IT staff salary (2000)(Base); \$10,000 Benefits (3000)(Base); \$10,000 Computers; \$15,000 Technology expenses	\$44,000 1 IT staff salary (2000)(Base); \$13,200 Benefits (3000); \$6,978 Technology Devices (6000)(Title IV)(Base [Duplicated Expense: See Goal

		2: Action 1]; \$24,300 Technology expenses
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Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$5,000	\$2,000
Source	Base	Base	Base
Budget Reference	\$4,000 Science materials (4000)(Base)	\$5,000 Science materials (4000)(Base)	\$2,000 Science materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

Priority 5:

- To increase student attendance
- To avoid chronic absenteeism

- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate

Priority 6:

- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	4	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	4	4	4	4
Number of activities/events for parent involvement per year	5	5	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	20%	35%	30%	35%

ADA rate	95%	94%	95%	96%												
Chronic absenteeism rate	10%	16%	12%	10%												
Middle school dropout rate	0%	0%	0%	0%												
High school dropout rate	0%	0%	0%	0%												
Four-year cohort graduation rate	N/A	N/A	N/A	83%												
Student suspension rate	≥5%	1%	>5%	>5%												
Student expulsion rate	≥1%	0%	>1%	>1%												
School experience survey participation rates	<table border="1"> <tr><td>Students: 89%</td></tr> <tr><td>Families: 63%</td></tr> <tr><td>Staff: 100%</td></tr> </table>	Students: 89%	Families: 63%	Staff: 100%	<table border="1"> <tr><td>Students: 97%</td></tr> <tr><td>Families: 96%</td></tr> <tr><td>Staff: 100%</td></tr> </table>	Students: 97%	Families: 96%	Staff: 100%	<table border="1"> <tr><td>Students: 97%</td></tr> <tr><td>Families: 96%</td></tr> <tr><td>Staff: 100%</td></tr> </table>	Students: 97%	Families: 96%	Staff: 100%	<table border="1"> <tr><td>Students: 98%</td></tr> <tr><td>Families: 97%</td></tr> <tr><td>Staff: 100%</td></tr> </table>	Students: 98%	Families: 97%	Staff: 100%
Students: 89%																
Families: 63%																
Staff: 100%																
Students: 97%																
Families: 96%																
Staff: 100%																
Students: 97%																
Families: 96%																
Staff: 100%																
Students: 98%																
Families: 97%																
Staff: 100%																
School experience survey average approval rates	<table border="1"> <tr><td>Students: 61%</td></tr> <tr><td>Families: 94%</td></tr> <tr><td>Staff: 93%</td></tr> </table>	Students: 61%	Families: 94%	Staff: 93%	<table border="1"> <tr><td>Students: 64%</td></tr> <tr><td>Families: 97%</td></tr> <tr><td>Staff: 93%</td></tr> </table>	Students: 64%	Families: 97%	Staff: 93%	<table border="1"> <tr><td>Students: 65%</td></tr> <tr><td>Families: 90%</td></tr> <tr><td>Staff: 90%</td></tr> </table>	Students: 65%	Families: 90%	Staff: 90%	<table border="1"> <tr><td>Students: 65%</td></tr> <tr><td>Families: 90%</td></tr> <tr><td>Staff: 90%</td></tr> </table>	Students: 65%	Families: 90%	Staff: 90%
Students: 61%																
Families: 94%																
Staff: 93%																
Students: 64%																
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Staff: 93%																
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Students: 65%																
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Staff: 90%																

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$500
Source	Title I	Title I	Title I
Budget Reference	\$3,000 Parent meeting expenses (4000)(Title I)	\$3,000 Parent meeting expenses (4000)(Title I)	\$500 Parent meeting expenses (4000)(Title I)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
-----	-------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$500
Source	Base	Base	Base

Budget Reference	\$2,000 Parent activities/events expenses (4000)(Base)	\$2,000 Parent activities/events expenses (4000)(Base)	\$500 Parent activities/events expenses (4000)(Title I) [Duplicated Expense, Goal 3, Action 1]
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Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
-----	-------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$6,500	\$4,513
Source	Base	Base	Base
Budget Reference	\$3,250 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$3,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$4,513 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	See description for 2017-18	See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$7,000	\$10,000
Source	Title I	Title I	Title I
Budget Reference	\$5,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$7,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$10,000 Home visit compensation (1000)(3000)(5000)(Title I)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$42,500	\$85,000
Source	S&C; Title I	S&C; Title I	S&C
Budget Reference	\$70,000 School Psychologist salary (1000)(S&C); \$15,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	\$35,000 School Psychologist salary (1000)(S&C); \$7,500 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	\$63,000 School Psychologist salary (1000)(S&C); \$18,900 Benefits (3000)(S&C);

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$91,500	\$99,000
Source	Base	Base	Base
Budget Reference	\$42,205 1 Office Manager (2000)(Base); \$7,000 Benefits (3000)(Base); \$795 ParentReach notification program	\$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$15,000 Benefits (3000)(Base); \$1,500 ParentReach notification program	\$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$22,500 Benefits (3000)(Base); \$1,500 ParentReach notification program

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$100,000	\$112,103
Source	Base	Base	Base
Budget Reference	\$85,000 Dean of Academics salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$15,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$85,000 Dean of Academics salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$15,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$87,864 Dean of Academics salary (1000)(Base); \$21,966 Benefits(3000)(Base) [Duplicated Expense: See Goal 1: Action 9]; \$2,273 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Base	Base	Base; Title IV

Budget Reference	\$5,000 Discipline Coordinator Stipend (1000)(Base)	\$5,000 Discipline Coordinator Stipend (1000)(Base)	\$5,000 1 Discipline Coordinator Stipend (1000)(Base); \$5,000 Mitchell Family Counseling (5000)(Title IV)
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Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,900
Source	Base	Base	Base
Budget Reference	\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	\$3,900 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will annually administer school experience surveys to students, parents, and staff.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$1,021
Source	Base	Base	Base
Budget Reference	\$2,000 Panorama Education surveys (5000)(Base)	\$2,000 Panorama Education surveys (5000)(Base)	\$1,021 Panorama Education surveys (5000)(Base)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$666,682	32.82 %

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 30 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Admin team and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$631,538	32.81%

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.
- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Admin team and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 394,673	25.95 %

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.
- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students,

school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year

cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to and effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to and effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school

connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE

CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

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)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-6	John Terzi, Principal	jterzi@magnoliapublicschools.org (310)842-8555

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy (MSA-6 or Charter School), is a classroom-based charter school serving grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2009, MSA-6's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-6 currently has 160 students in grades 6-8, and mainly draws enrollment from Palms, CA and neighboring communities. The neighborhoods that MSA-6 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-6 serves faces economic challenges. MSA-6 has a diverse enrollment, including 86% Hispanic/Latino, 9% African American, 5% White, 76% Socioeconomically Disadvantaged, 20% Special Education, and 20% English Learner population.

MSA-6 strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-6 is supplemented by tutoring, after-school programs, and school-to-university links.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our

existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
- The need to continue our improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students
- Keeping effective teachers and improving teacher observation and evaluation systems

The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Those include:

- Using and analyzing the scores with ICAs and IABs to recognize specific academic needs and addressing those needs; data-driven.
- Intervention programs were effective in providing academic supports to specific groups of students.
- Addressing students who are failing much earlier in the semester and find ways to engage these students.
- Areas that need close attention:

- a. Intervention programs: Create clear objectives on what needs to be accomplished in the programs, collect data by assessing the students with IABs in the beginning of the year to determine which specific students belong in intervention programs.

- Cross-curricular activities between all core subjects.
- Using graphic organizers or interactive activities to provide vocabulary support for English language learners.
- Charter School will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings
- EL students will receive in-class instructional support which includes one-on-one teacher support in co-teaching classrooms; small group instruction; ELD instructional strategies.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

- SBAC scores of 2017-2018 shows an increase in ELA (5% increase) and math (14% increase)
- Using and analyzing the scores with ICAs and IABs to recognize specific academic needs and addressing those needs; data-driven.
- Intervention programs were effective in providing academic supports to specific groups of students.
- Providing feedback to students on their areas of growth/need through data from MAP, ICAs and IABs.
- Increased availabilities of counselors and therapists to support students.
- Teacher-led meetings to provide feedback and sharing best practices.
- Constant communication between the academic teachers and the special education teacher to address modifications and accommodations for students with IEPs.

Referring to the California School Dashboard, 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

- Addressing students who are failing much earlier in the semester and find ways to engage these students.
- Lack of data on incoming students’ prior knowledge.
- Lack of foundational skills from incoming students.
- Lack of attendance for homeless student population
- Alarming data – 38.4 points below standard in math, 3.4 points below standard in English (before SBAC 2019).
- Areas that need close attention:

- a. Intervention programs: Create clear objectives on what needs to be accomplished in the programs, collect data by assessing the students with IABs in the beginning of the year to determine which specific students belong in intervention programs.
- b. Programs and incentives: We will use our new Parent Square communication tool to engage homeless parents via text message, voicemail, email and certified letters. We will recognize students' high participation with some incentives like school supplies, metro passes etc.

- PD – More PDs on NGSS for science. More PDs on promoting positive behaviors, bullying prevention, and positive school environment that provide Do's and Don'ts in a step-by-step manner.

Referring to the California School Dashboard, 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

- Cross-curricular activities between all core subjects.
- Using graphic organizers or interactive activities to provide vocabulary support for ELL.

- a. Examples: Quizlets, synonyms/antonyms games, practice vocabulary use in sentences, and sentence-starter posters.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8):	2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2018-19.

Expected

2018-19 Expected:

All Students:	3 percentage points up from the prior year
English Learners:	1 percentage point up from the prior year
Socioeconomically Disadvantaged:	1 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	1 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be:

Actual

2017-18 (Baseline):

All Students:	48%
English Learners:	13%
Socioeconomically Disadvantaged:	46%
Students with Disabilities:	17%
Hispanic:	47%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19(Projected):

All Students:	3 percentage points up from the prior year
English Learners:	1 percentage point up from the prior year
Socioeconomically Disadvantaged:	1 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	1 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy assessments and projected change in 2018-19.

Expected

2018-19 Expected:

All Students:	1 point up from the prior year
English Learners:	1 point up from the prior year
Socioeconomically Disadvantaged:	2 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	2 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):

Actual

2017-18 (Baseline):

All Students:	3.4 points below standard
English Learners:	42.1 points below standard
Socioeconomically Disadvantaged:	8 points below standard
Students with Disabilities:	72 points below standard
Hispanic:	5.7 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19(Projected):

All Students:	1 point up from the prior year
English Learners:	1 point up from the prior year
Socioeconomically Disadvantaged:	2 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	2 points up from the prior year

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Reading assessment and projected increase in 2018-19.

Expected

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):

Actual

2017-18 (Baseline):

All Students:	44%
English Learners:	50%
Socioeconomically Disadvantaged:	43%
Students with Disabilities:	38%
Hispanic:	44%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on

Expected

2018-19 Expected:

All Students:	3 percentage points up from the prior year
English Learners:	1 percentage point up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	1 percentage points up from the prior year
Hispanic:	2 percentage point up from the prior year

Actual

the CAASPP-Mathematics assessments and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	39%
English Learners:	20%
Socioeconomically Disadvantaged:	35%
Students with Disabilities:	21%
Hispanic:	36%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	1 percentage point up from the prior year
Socioeconomically Disadvantaged:	2 percentage point up from the prior year
Students with Disabilities:	1 percentage points up from the prior year
Hispanic:	2 percentage point up from the prior year

Expected

Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

Actual

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	38.4 points below standard
English Learners:	66.8 points below standard
Socioeconomically Disadvantaged:	46.5 points below standard
Students with Disabilities:	98.7 points below standard
Hispanic:	40.4 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student

Expected

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Actual

groups on the MAP-Mathematics assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	48%
English Learners:	45%
Socioeconomically Disadvantaged:	48%
Students with Disabilities:	41%
Hispanic:	44%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Expected

Actual

<p>Percentage of EL students making annual progress in learning English as measured by the ELPAC: 91% (maintain)</p>	<p>2018-19ELPI data is not available at this time. The following table shows 2017-18ELPAC performance data of our ELs.</p> <p>2017-18 (Baseline):</p> <table border="1"> <tr> <td>Level 4 - Well Developed</td> <td>N/A</td> </tr> <tr> <td>Level 3 - Moderately Developed</td> <td>N/A</td> </tr> <tr> <td>Level 2 - Somewhat Developed</td> <td>N/A</td> </tr> <tr> <td>Level 1 – Beginning Stage</td> <td>N/A</td> </tr> </table>	Level 4 - Well Developed	N/A	Level 3 - Moderately Developed	N/A	Level 2 - Somewhat Developed	N/A	Level 1 – Beginning Stage	N/A
Level 4 - Well Developed	N/A								
Level 3 - Moderately Developed	N/A								
Level 2 - Somewhat Developed	N/A								
Level 1 – Beginning Stage	N/A								
<p>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year</p>	<table border="1"> <tr> <td>2017-18 (Baseline)</td> <td>64%</td> </tr> <tr> <td>2018-19 (Projected)</td> <td>1 percentage point up from the prior year</td> </tr> </table>	2017-18 (Baseline)	64%	2018-19 (Projected)	1 percentage point up from the prior year				
2017-18 (Baseline)	64%								
2018-19 (Projected)	1 percentage point up from the prior year								
<p>Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 82%</p>	<table border="1"> <tr> <td>2017-18 (Baseline)</td> <td>80%</td> </tr> <tr> <td>2018-19 (End of first semester)</td> <td>97.6%</td> </tr> <tr> <td>2018-19 (End of second semester Projected)</td> <td>1 percentage point up from the prior year</td> </tr> </table>	2017-18 (Baseline)	80%	2018-19 (End of first semester)	97.6%	2018-19 (End of second semester Projected)	1 percentage point up from the prior year		
2017-18 (Baseline)	80%								
2018-19 (End of first semester)	97.6%								
2018-19 (End of second semester Projected)	1 percentage point up from the prior 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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments.	\$18,000 BTSA expenses (5000)(Base); \$2,000 EL authorization expenses (5000)(Base)	\$15,000 BTSA expenses (5000)(Base); \$2,441 EL authorization expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	\$50,000 Books (4000)(Base); \$22,000 Instructional materials (4000)(Base)	\$10,000 Books (4000)(Base); \$3,000 Instructional materials (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	\$32,000 Janitorial services (5000)(Base)	\$6,500 Janitorial services (5000)(Base)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p>	<p>Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)</p>	<p>\$19,000 Professional Development (5000)(Base); \$1,000 TeachBoost fees (5000)(Base)</p>	<p>\$5,000 Professional Development (5000)(Base); \$1,000 TeachBoost fees (5000)(Base)</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p>	<p>We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.</p>	<p>\$4,000 EL Coordinator salary (1000)(S&C); \$1,000 Benefits (3000)(S&C)</p>	<p>\$4,000 EL Coordinator salary (1000)(S&C); \$1,000 Benefits (3000)(S&C)</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.</p>	<p>Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.</p>	<p>\$2,000 Professional Development on ELD strategies (5000)(S&C)</p>	<p>\$1,000 Professional Development on ELD strategies (5000)(S&C)</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p>	<p>During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.</p>	<p>\$15,000 Teacher aide salary (2000)(Title I)</p>	<p>\$28,800 Teacher aide salary (2000) (LCFF) \$5,000 Teacher aides benefits (LCFF)</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$15,000 After school teacher stipends (1000)	\$20,000 After school teacher stipends (1000)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	\$85,000 One dean of academics salary (1000)(Base); \$30,000 Benefits (3000)(Base); \$6,500 Illuminate SIS &DnA (5000)(Base); \$6,000 MAP testing (NWEA) fees (5000)(Title I)	\$76,000 One dean of academics salary (1000)(Base); \$20,000 Benefits (3000)(Base); \$2,000 Illuminate SIS &DnA (5000)(Base); \$2,000 MAP testing (NWEA) fees (5000)(Title I)

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our

staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

MSA-6 has been providing many intervention programs to ensure that all students are receiving quality instruction, and that the goals are to reduce/close the academic achievement. According to LAUSD resident schools data, our school outperformed 6 out of the 7 schools with similar demographics in Math and English on the 2016-2017 SBAC tests. MSA-6 has a data driven culture. We had a data analysis for MAP Testing and SBAC Testing during summer time with our admin team and shared this information with the staff during summer in-service training. For both ELA and Math the school declined one percent in each category. English Language Arts declined slightly from 44% to 43%, and the Math declined from 26% to 25%. In 2017-18, for both ELA and Math the school improved in each category. English Language Arts improved from 43% to 48%, and the Math improved from 25% to 39%.

Power Math & English classes, after school tutoring, Saturday school, and frequent Academic Progress Reports are a few of the interventions that are available to our struggling students. Moreover, we have successfully implemented an English Language Development program for all EL students which give each EL student 40 minutes of direct EL instruction on a daily basis. For EL's, we had a high reclassification rate which is 64% in 2016-17 school year. Also, our administration continuously identifies and meets with students on a one to one basis with some students who need the extra help. These students are encouraged to attend after school tutoring classes and Saturday school

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

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.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 4%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 4%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 85%

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.</p>	<p>We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online programs offered this year include: Learning.com, ALEKS, MyON</p>	<p>\$520,000 Teacher salaries (1000)(Base); \$80,000 Benefits (3000); \$12,000 Online programs (5000)(Base); \$10,000 Field trip expenses (5000)(Donations)</p>	<p>\$436,000 Teacher salaries (1000)(Base); \$162,300 Benefits (3000); \$12,010 Online programs (5000)(Base); \$5,576 Field trip expenses (5000)(Donations)</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.</p>	<p>We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.</p>	<p>\$170,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); \$50,000 Benefits (3000)(Base)</p>	<p>\$172,824 1 Principal and 1 Dean of Academics salaries (1000)(Base); \$44,000 Benefits (3000)(Base)</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p>	<p>We offer Accelerated and Advanced Math classes and Advanced Math club to students in grades 6-8.</p>	<p>\$75,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]</p>	<p>\$68,750 1 Accelerated/Advanced Math teacher salary (\$55,000) and benefits (\$13,750) (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.</p>	<p>We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.</p>	<p>\$75,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$5,000 Computers; \$15,000 Technology expenses</p>	<p>\$62,500 1 Computer/Technology teacher salary (\$50,000) and benefits (\$12,500) (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$10,000 Computers; \$8,923 Technology expenses</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.</p>	<p>We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.</p>	<p>\$10,000 Science materials (4000)(Base)</p>	<p>\$4,800 Science materials (4000)(Base)</p>

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We believe that we have successfully implemented our STEAM program since 2014-15 school year. Magnolia Public Schools' mission and vision helps guide the

focus of our school and can be seen in numerous areas, such as, STEAM activities, after-school clubs, and technology use in classrooms, Life Skills, high expectations for students, critical thinking and problem solving in all classes.

Every year, we hold some scheduled STEAM activities. Our students do a mandatory science fair project every year and present their projects, with demonstrations, in November. The winners of the school wide Science Fair attends the LA county science fair to represent our school in March. Some of our students were awarded 1st, 2nd, 3rd and Honorable mention by the organizers in the past. The Science Fair winners are promoted and represented in one of our other traditional events. The annual “Multicultural Food Festival and STEAM Expo” is where the winning students present their science projects to their parents and to the community. This is a great event that students show their science skills to all parents. Science teachers with the assistance of the English department and teachers work with students in order to ensure that their projects are ready for this event. This brings our students and staff together to help bring out the best in our students. Through community events and academic events, MSA-6 celebrates our diversity, our students and parents, and the community.

Furthermore, to help promote STEAM education, students are encouraged to participate in the annual STEAM expo, which is hosted by our home office. Also at MSA-6, we have our Lego Robotics team which attends the first Lego League LA tournament in November every year. Our team, the MagnoTigers, received 1st, 2nd and 3rd place in the past 3 years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

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.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual	
Number of SSC meetings per year: 4	Current: 4 By the end of 2018-19 (Planned): 4	
Number of ELAC meetings per year: 4	Current: 4 By the end of 2018-19 (Planned): 4	
Number of PTF meetings per year: 8	Current: 9 By the end of 2018-19 (Planned): 8	
Number of activities/events for parent involvement per year: 5	Current: 4 By the end of 2018-19 (Planned): 5	
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.	
Number of progress reports sent to parents per year: 4	4	
Percentage of students who have been home-visited by the teachers per year: 25%	2017-18 (Baseline)	25%
	2018-19 (Current)	27%
	2018-19 (End of year Planned)	28%
ADA rate: 97%	2017-18 (Baseline)	97%
	2018-19 (Current)	95%

Expected

Actual

	2018-19 (End of year Projected)	95%
Chronic absenteeism rate: 3%	2017-18 (Baseline)	1.2%
	2018-19 (Current)	13%
	2018-19 (End of year Projected)	13%
Middle school dropout rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%
Student suspension rate: 0%	2017-18 (Baseline)	0.6%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%
Student expulsion rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%
School experience survey participation rates will be:	School experience survey participation rates are:	
	Students:	100%
	Families:	86.8%
	Staff:	100%
Students:	98%	
Families:	65%	
Staff:	95%	

Expected

School experience survey average approval rates will be:

Students:	65%
Families:	95%
Staff:	90%

Actual

School experience survey average approval rates are:

Students:	70%
Families:	96%
Staff:	94%

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	\$3,000 Parent meeting expenses (4000)(Title I)	\$3,937 Parent meeting expenses (4000)(Title I)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. You can add more events here that promote parental participation.	\$2,000 Parent activities/events expenses (4000)(Base)	\$980 Parent activities/events expenses (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	\$6,500 Illuminate SIS &DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$2,437 Illuminate SIS &DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	\$2,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$4,200 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p>	<p>We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.</p>	<p>\$10,000 School counselors by CSUN (5000)(Title I); \$10,000 Business-Etiquette Program (5000)(Title I)</p>	<p>\$5,000 School counselors by CSUN (5000)(Title I); \$9,089 Business-Etiquette Program (5000)(Title I)</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	<p>We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	<p>\$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$15,000 Benefits (3000)(Base); \$1,500 Parent reach notification program</p>	<p>\$81,494 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$24,448 Benefits (3000)(Base)</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p>	<p>We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.</p>	<p>\$76,000 1 Dean of Students (1000)(Base); \$15,000 Benefits (3000)(Base)</p>	<p>\$76,000 1 Dean of Students (1000)(Base); \$19,000 Benefits (3000)(Base)</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	\$1,100 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	\$2,000 Panorama Education surveys (5000)(Base)	\$523 Panorama Education surveys (5000)(Base)

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to

suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Our school staff is working closely with students to encourage positive behavior and establishing positive relationships. Suspension rate was 0% in 2016-17 school year. In 2017-18, we had one suspension only and our rate was 0.6%. In 2018-19, we had no suspension and the rate is 0% again. We hold assemblies to recognize students for best citizenship and reward them. We implement PBIS and use positive reinforcement at our school. We communicate with parents via phone, email, letter when their children are absent. In 2017-18, our ADA rate was 97%. In 2018-19, our ADA slightly declined and became 95%. This year, we had more homeless students who had chronic absenteeism. The chronic absenteeism rate increased from 1.2% to 13% due to homeless student population and their constant absences.

We seek parents' inputs for our school programs and school culture. In 2017-18 school year, survey participation rates for parents, students, and staff are 84%, 99% and 100% respectively. Our parents, students and staff were able to share their thoughts on the important elements of school effectiveness. Parent, student and staff survey approval rates are 97%, 62% and 95% respectively. In 2018-19 school year, survey participation rates for parents, students, and staff are 86.8%, 100% and 100% respectively. Parent, student and staff survey approval rates are 96%, 70% and 94% respectively.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

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.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations.

We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year: 2019–20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include eight PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including 5 Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 40 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials
- To ensure school facilities are maintained in good repair

Priority 2:

- To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

- To ensure EL students make annual progress in learning English
- To ensure our students are college/career ready

Priority 8:

- To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	90%	90%	90%	90%
Percentage of students performing	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	All Students: 43%	All Students: 3 percentage points up from the prior year	All Students: 3 percentage points up from the prior year	All Students: 3 percentage points up from the prior year
	English Learners: 5%	English Learners: 1 percentage points up from the prior year	English Learners: 1 percentage points up from the prior year	English Learners: 1 percentage points up from the prior year
	Socioeconomically Disadvantaged: 41%	Socioeconomically Disadvantaged: 3 percentage points up from the prior year	Socioeconomically Disadvantaged: 1 percentage points up from the prior year	Socioeconomically Disadvantaged: 1 percentage points up from the prior year
	Students with Disabilities: 14%	Students with Disabilities: 3 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Students with Disabilities: 1 percentage points up from the prior year
	Hispanic: 44%	Hispanic: 3 percentage points up from the prior year	Hispanic: 1 percentage points up from the prior year	Hispanic: 1 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 16.2 points below standard	All Students: 10 points up from the prior year	All Students: 1 points up from the prior year	All Students: 1 points up from the prior year
	English Learners: 45 points below standard	English Learners: 2 points up from the prior year	English Learners: 1 points up from the prior year	English Learners: 1 points up from the prior year
	Socioeconomically Disadvantaged: 19.1 points below standard	Socioeconomically Disadvantaged: 1 points up from the prior year	Socioeconomically Disadvantaged: 2 points up from the prior year	Socioeconomically Disadvantaged: 2 points up from the prior year
	Students with Disabilities: 71.8 points below standard			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																				
	<table border="1"> <tr> <td>Hispanic: 16.2 points below standard</td> </tr> </table>	Hispanic: 16.2 points below standard	<table border="1"> <tr> <td>Students with Disabilities: 3 points up from the prior year</td> </tr> <tr> <td>Hispanic: 1 points up from the prior year</td> </tr> </table>	Students with Disabilities: 3 points up from the prior year	Hispanic: 1 points up from the prior year	<table border="1"> <tr> <td>Students with Disabilities: 3 points up from the prior year</td> </tr> <tr> <td>Hispanic: 2 points up from the prior year</td> </tr> </table>	Students with Disabilities: 3 points up from the prior year	Hispanic: 2 points up from the prior year	<table border="1"> <tr> <td>Students with Disabilities: 3 points up from the prior year</td> </tr> <tr> <td>Hispanic: 2 points up from the prior year</td> </tr> </table>	Students with Disabilities: 3 points up from the prior year	Hispanic: 2 points up from the prior year													
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Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	<p>2016-17 (Baseline):</p> <table border="1"> <tr> <td>All Students: 48%</td> </tr> <tr> <td>English Learners: 39%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 46%</td> </tr> <tr> <td>Students with Disabilities: 64%</td> </tr> <tr> <td>Hispanic: 40%</td> </tr> </table>	All Students: 48%	English Learners: 39%	Socioeconomically Disadvantaged: 46%	Students with Disabilities: 64%	Hispanic: 40%	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td>All Students: 2 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 2 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 2 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 2 percentage points up from the prior year</td> </tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	<p>2018-19 (Expected):</p> <table border="1"> <tr> <td>All Students: 2 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 2 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 2 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 2 percentage points up from the prior year</td> </tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	<p>2019-20 (Expected):</p> <table border="1"> <tr> <td>All Students: 2 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 2 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 2 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 2 percentage points up from the prior year</td> </tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year
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Percentage of students performing proficient on the CAASPP-Mathematics	<p>2016-17 (Baseline):</p> <table border="1"> <tr> <td>All Students: 25%</td> </tr> <tr> <td>English Learners: 5%</td> </tr> </table>	All Students: 25%	English Learners: 5%	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td>All Students: 2 percentage points up from the prior year</td> </tr> </table>	All Students: 2 percentage points up from the prior year	<p>2018-19 (Expected):</p> <table border="1"> <tr> <td>All Students: 3 percentage points up from the prior year</td> </tr> </table>	All Students: 3 percentage points up from the prior year	<p>2019-20 (Expected):</p> <table border="1"> <tr> <td>All Students: 3 percentage points up from the prior year</td> </tr> </table>	All Students: 3 percentage points up from the prior year															
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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 40%	All Students: 2 percentage points up from the prior year	All Students: 2 percentage points up from the prior year	All Students: 2 percentage points up from the prior year
	English Learners: 40%	English Learners: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year
	Socioeconomically Disadvantaged: 40%	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year
	Students with Disabilities: 40%	Students with Disabilities: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year
	Hispanic: 40%	Hispanic: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the ELPAC	91%	Maintain	Maintain	Maintain
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	64%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	80%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$15,000
Source	Base	Base	Base

Year	2017-18	2018-19	2019-20
Budget Reference	\$18,000 BTSA expenses (5000)(Base); \$2,000 EL authorization expenses (5000)(Base)	\$18,000 BTSA expenses (5000)(Base); \$2,000 EL authorization expenses (5000)(Base)	\$7,000 BTSA expenses (Title II) and \$5,000 (5000)(Base); \$3,000 EL authorization expenses (CLAD) (5000)(Base)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$72,000	\$72,000	\$25,000
Source	Base	Base	Base
Budget Reference	\$50,000 Books (4000)(Base); \$22,000 Instructional materials (4000)(Base)	\$50,000 Books (4000)(Base); \$22,000 Instructional materials (4000)(Base)	\$20,000 Books (4000)(Base); \$5,000 Instructional materials (5000)(Lottery)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,000	\$32,000	\$2,500
Source	Base	Base	Base

Year	2017-18	2018-19	2019-20
Budget Reference	\$32,000 Janitorial services (5000)(Base)	\$32,000 Janitorial services (5000)(Base)	\$2,500 Janitorial services (5000)(Base)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$1,664
Source	Base	Base	Base
Budget Reference	\$19,000 Professional Development (5000)(Base); \$1,000 TeachBoost fees (5000)(Base).	\$19,000 Professional Development (5000)(Base); \$1,000 TeachBoost fees (5000)(Base).	\$1,000 Professional Development (5000)(Base); \$664 TeachBoost fees (5000)(Base).

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s)selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	S&C; Title I	S&C; Title I	S&C; LCFF
Budget Reference	\$4,000 EL Coordinator salary (1000)(S&C); \$1,000 Benefits (3000)(S&C)	\$4,000 EL Coordinator salary (1000)(S&C); \$1,000 Benefits (3000)(S&C)	\$4,000 EL Coordinator salary (1000)(S&C); \$1,000 Benefits (3000)(S&C)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s)selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$1,000
Source	S&C	S&C	S&C
Budget Reference	\$2,000 Professional Development on ELD strategies (5000)(S&C)	\$2,000 Professional Development on ELD strategies (5000)(S&C)	\$1,000 Professional Development on ELD strategies and substitute services for PD days (5000)(S&C)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s)selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

During the day, Charter School will provide additional supports and interventions to all students, including ELs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$28,600
Source	Title I	Title I	Base
Budget Reference	\$15,000 Teacher aide salary (2000)(Title I)	\$15,000 Teacher aide salary (2000)(Title I)	\$22,000 Teacher aide salary (5000)(Base) and \$6,600 Benefits (3000) (Base)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s)selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$22,750
Source	S&C; Title I	S&C; Title I	Title I
Budget Reference	\$15,000 After school teacher stipends (1000)	\$15,000 After school teacher stipends (1000)	\$19,000 After school teacher stipends (1000)(Title I) and \$3750 Benefits (3000) (Title I)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$122,500	\$122,500	\$111,098
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	\$80,000 Dean of academics salary (1000)(Base); \$30,000 Benefits (3000)(Base); \$6,500 Illuminate SIS &DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)	\$80,000 Dean of academics salary (1000)(Base); \$30,000 Benefits (3000)(Base); \$6,500 Illuminate SIS &DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)	\$85,512 Dean of academics salary (1000)(Base); \$21,378 Benefits (3000)(Base); \$2,145 Illuminate SIS &DnA (5000)(Base); \$2,063 NWEA (MAP testing fees) (5000)(Title I)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

- To increase student access to a broad course of study
- To offer innovative courses and programs

Priority 8:

- To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by student interest surveys for elective courses and programs, master school schedule, and class rosters				
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced	5%	5%	5%	5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Math class and/or Advanced Math club				
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%	80%	80%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$625,000	\$625,000	\$535,249
Source	Base; Donations	Base; Donations	Base; Donations
Budget Reference	\$520,000 Teacher salaries (1000)(Base); \$80,000 Benefits (3000)(Base); \$12,000 Online courses (5000)(Base); \$10,000 Field trip expenses (5000)(Donations)	\$520,000 Teacher salaries (1000)(Base); \$80,000 Benefits (3000)(Base); \$12,000 Online courses (5000)(Base); \$10,000 Field trip expenses (5000)(Donations)	\$436,948 Teacher salaries (1000)(Base); \$74,935 Benefits (3000)(Base); \$13,366 Online programs (4000)(Base); \$10,000 Field trip expenses (5000)(Donations)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$220,000	\$220,000	\$119,670
Source	Base	Base	Base
Budget Reference	\$170,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); \$50,000 Benefits (3000)(Base)	\$170,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); \$50,000 Benefits (3000)(Base)	\$95,736 1 Principal (1000)(Base); \$23,934 Benefits (3000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will offer Accelerated and/or Advanced Math class and/or

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Advanced Math club to students in grades 6-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$75,000	\$69,740
Source	Base	Base	Base
Budget Reference	\$75,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$75,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$55,792 1 Accelerated/Advanced Math teacher salary (1000)(Base) and \$13,948 benefits (3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$95,000	\$95,000	\$93,073
Source	Base	Base	Base

Year	2017-18	2018-19	2019-20
Budget Reference	\$75,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$5,000 Computers; \$15,000 Technology expenses	\$75,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$5,000 Computers; \$15,000 Technology expenses	\$63,773 1 Computer/Technology teacher salary (\$51,018) and benefits (\$12,755) (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$5,000 Computers (6000)(Base); \$24,300 Technology expenses (5000)(Base)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$5,000
Source	Base	Base	Base
Budget Reference	\$10,000 Science materials (4000)(Base)	\$10,000 Science materials (4000)(Base)	\$3,000 Science materials and \$2,000 STEAM Expo (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

Priority 5:

- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate

Priority 6:

- To avoid student suspension
- To avoid student expulsion

To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	4	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	8	9	8	8
Number of activities/events for parent involvement per year	5	5	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	20%	25%	28%	25%
ADA rate	97%	97%	95%	97%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic absenteeism rate	4%	3%	13%	5%
Middle school dropout rate	0%	0%	0%	0%
Student suspension rate	0%	0.01%	0%	0%
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 98%	Students: 99%	Students: 100%	Students: 98%
	Families: 65%	Families: 84%	Families: 86.8%	Families: 70%
	Staff: 95%	Staff: 100%	Staff: 100%	Staff: 95%
School experience survey average approval rates	Students: 75%	Students: 62%	Students: 70%	Students: 70%
	Families: 95%	Families: 97%	Families: 96%	Families: 95%
	Staff: 90%	Staff: 95%	Staff: 94%	Staff: 90%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$4,000

Year	2017-18	2018-19	2019-20
Source	Title I	Title I	Title I
Budget Reference	\$3,000 Parent meeting expenses (4000)(Title I)	\$3,000 Parent meeting expenses (4000)(Title I)	\$4,000 Parent meeting expenses (4000)(Title I)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$1,000
Source	Base	Base	Base
Budget Reference	\$2,000 Parent activities/events expenses (4000)(Base)	\$2,000 Parent activities/events expenses (4000)(Base)	\$1,000 Parent activities/events expenses (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$6,500	\$1,000
Source	Base	Base	Base

Year	2017-18	2018-19	2019-20
Budget Reference	\$6,500 Illuminate SIS &DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$6,500 Illuminate SIS &DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$1,000 ParentSquare (5000)(Base)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s)selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$5,000
Source	Title I	Title I	Title I
Budget Reference	\$2,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$2,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$4,000 Home visit compensation (1000)(Title I) \$1,000 Benefits (3000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s)selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$41,000
Source	S&C; Title I	S&C; Title I	S&C; Title I

Year	2017-18	2018-19	2019-20
Budget Reference	\$10,000 School counselors by CSUN (5000)(Title I); \$10,000 Business-Etiquette Program (5000)(Title I)	\$10,000 School counselors by CSUN (5000)(Title I); \$10,000 Business-Etiquette Program (5000)(Title I)	\$7,000 School counselors by CSUN (5000)(Title I); \$34,000 Business-Etiquette Program (\$15851)(5000)(Title I) (\$6,853)(Base) (\$11296)(Title IV)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$91,500	\$91,500	\$112,299
Source	Base	Base	Base
Budget Reference	\$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$15,000 Benefits (3000)(Base); \$1,500 Parent reach notification program	\$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$15,000 Benefits (3000)(Base); \$1,500 Parent reach notification program	\$86,384 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$25,915 Benefits (3000)(Base);

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$91,000	\$91,000	\$108,000
Source	Base	Base	Base
Budget Reference	\$76,000 1 Dean of Students (1000)(Base); \$15,000 Benefits (3000)(Base)	\$76,000 1 Dean of Students (1000)(Base); \$15,000 Benefits (3000)(Base)	\$86,000 1 Dean of Students (1000)(Base); \$22,000 Benefits (3000)(Base) Duplicated Goal 1 Action 9

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s)selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$1,000
Source	Base	Base	Base
Budget Reference	\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	\$1,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will annually administer school experience surveys to students, parents, and staff.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$563
Source	Base	Base	Base
Budget Reference	\$2,000 Panorama Education surveys (5000)(Base)	\$2,000 Panorama Education surveys (5000)(Base)	\$563 Panorama Education surveys (5000)(Base)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 364,516

29.44%

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25-minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 352,640

28.84%

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25-minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 357,220

25.10 %

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25-minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001, 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-7	Fatih Metin, Principal	fmetin@magnoliapublicschools.org (818) 886 0585

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy 7, is a classroom-based charter school serving grades TK-5 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2009, MSA-7's mission is to provide a college motivating educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-7 currently has 286 students in grades TK-5, and mainly draws enrollment from Northridge, Reseda, CA and neighboring communities. The neighborhoods that MSA-7 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-7 serves face economic challenges. MSA-7 has a diverse enrollment, including 68 % Hispanic/Latino, 14 % White, 71.8 % Socioeconomically Disadvantaged, 13.1 % Special Education, and 29.9 % English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-7 is supplemented by tutoring, after-school programs, and school-to-out of school resources links.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- ♣ Parents' appreciation of being involved in the decision-making process
- ♣ The need to continue our improvements in designated/integrated English Learner services by adding one more Teacher Aide serving EL students.
- ♣ Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- ♣ Providing counseling and positive behavior intervention support services to our students

♣ Keeping effective teachers and improving teacher observation and evaluation systems and improving staff qualification by various PD's including tuition reimbursement. Additional Math Coach and Math focused PD for GED teachers also planned.

Technology Improvement also planned in this LCAP.

Enrichment programs implemented for gifted and high achieving students such as Math Olympiad Club, STEAM Enrichment Club. Art integration continued with CSUN Art Coaches. With Music Center Grant it is expanded.

The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Those include supporting Students with IEPs, EL students, Social and economically disadvantaged students in English Language Arts and in Mathematics.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

MSA-7 data manager, admin team, survey results and annual site visit auditors from LAUSD provided data and information available. It has identified the following as areas of strength. • Suspension Indicator on the California Dashboard is at a blue or very low rate and continues to maintain this measure • English Language Progress Indicator on the California Dashboard is at a blue or very high level and continues to maintain this measure

• English Language Arts indicator on the California Dashboard is orange and all students made improvement from the spring of 2018 to fall of 2018.

• Mathematics indicators on the California Dashboard is also orange,

LAUSD Site Visitors (Charter School Department Auditors) shared the comparison table of similar schools and according to it MSA-7 is higher than all shared (neighborhood) similar schools in ELA and MATH according to the 2018 SBAC results.

In terms of organizational, management, and programs area LAUSD Charter School Department Site visitors gave full point 4 over 4 in 3 areas and 3 out of 4 in one area to MSA-7.

MSA-7 seeks to continually development professional learning opportunities for all stakeholders in the area of socioemotional development, especially staff that is continually tasked with supporting students beyond the daily academic challenges. Potential trainings include development in executive functioning skills. MSA-7 continues to be proud of their efforts to develop the capacity of English Language Learners. In ELA the decline is 10.5 points and In Mathematics the decline is 21.3points for SPED students according to the SBAC test. Continual support and compliance is provided to the staff in the form of professional learning opportunities, grade level meetings, webinars, and other trainings. In the classroom, students are introduced to all components of common core education model. Continually learning in this field will be provided to all stakeholders, especially since the state expectations are continually changing

Referring to the California School Dashboard, 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

MSA-7 stakeholders conducted analyses of data and information available. It has identified the following as areas of need in order to close the achievement gap.

- Mathematics indicator on the California Dashboard is at orange or low for all student groups. Socioeconomically disadvantaged, Latino and EL students are on the color indicator of red.
- English Language Arts indicator on the California Dashboard is at orange or low for all students. Again, Socioeconomically disadvantaged, Latino and EL students are on the color indicator of red.
- Per student survey, growth mindset and unseen bullying should be addressed.
- Per staff and parent survey, building maintenance is an important need with additional restroom.

One other need is high absenteeism and truancy rate.

MSA-7 seeks to continually development professional learning opportunities in both the areas of ELA and Mathematics. One of the new positions being activated is absenteeism and truancy outreach position who will increase communication with parents in this area.

MSA-7 is utilizing the inclusion model on campus. Plans are being created to identify a coordinator to oversee SpEd compliance and training for all teachers in their work with students of special needs. Additional support will be in the form of classroom collaborative teaching and planning, research and identifying trainings to fulfil the areas of need, and seek opportunities to collaborate with other schools in the area of full inclusion.

MSA-7 seeks to further understand the needs of the teaching community and identify the factors that will empower teachers to develop their craft in the community of service. Strategies include providing home office orientation, site based orientation that addresses school and individual needs, mentorship program with a seasoned staff member on site, and other factors that are currently being investigated and started to use free volunteers for tutoring.

Referring to the California School Dashboard, 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

There is no two level discrepancy between any subgroup and overall average, however, Greatest Area of Need can be considered as

- Math, Student Group: English Language Learners, Socioeconomically disadvantaged students, SPED students and Latino students
- English Language Arts, Student Group is again similar as above: English Language Learners, Socioeconomically disadvantaged students, SPED students and Latino students.

Because of their color is red.

Intervention/Action Plan English Language Learners, Socioeconomically disadvantaged students, SPED students and Latino students have been identified as the group of greatest need on the school site in the area of mathematics and English Language Arts. MSA-7 is currently in the process of developing a plan to provide more tutoring with more tutors and more flexible times such as after school and Saturday school in addition to summer school. The assigned data manager (Rtl) coordinator will help defining the individualized needs of the students.

School site Math and AR coordinators will focus on all students support programs.

Secondly, we will continue to provide access to intervention programs, like Next Gen Math Program which students can utilize at school and home. Families will be educated on the resources that are available for academic support.

Lastly, there is continual effort to provide sheltered instruction, which is an approach to teaching English Language Learners in a manner that makes the content comprehensible to the learner.

MSA-7 has identified that there are students that qualify under all categories with a learning English Language Learner, Latino and socioeconomically disadvantaged students.

Continuous support with increased parent communication will help to fix this gap. Also continuous trainings for teachers and TAs will increase efficiency.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%

Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%

Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%

Percentage of students who have sufficient access to standards-aligned instructional materials: 100%

Percentage of items on facility inspection checklists in compliance/good standing: 90%

Percentage of items on facility inspection checklists in compliance/good standing: 90%

Percentage of state standards implementation for all students: 100%

Percentage of state standards implementation for all students: 100%

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8):

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2018-19.

Expected

2018-19 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be:

Actual

2017-18 (Baseline):

All Students:	50.33 %
English Learners:	12.12 %
Socioeconomically Disadvantaged:	39.45 %
Students with Disabilities:	30.30 %
Hispanic:	41.34 %
White:	69.69 %

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	3 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy

Expected

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-

Actual

assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	8.8 points below standard
English Learners:	15.5 points below standard
Socioeconomically Disadvantaged:	29.9 points below standard
Students with Disabilities:	48.1 points below standard
Hispanic:	27.6 points below standard
White:	29.6 points above standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

2018-19 Fall to Spring MAP growth data is not available at this

Expected

Reading assessment will be (Grades 3-10):

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Actual

time. The following tables show 2017-18 data of our student groups on the MAP-Reading assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	51 %
English Learners:	45.5 %
Socioeconomically Disadvantaged:	34 %
Students with Disabilities:	41 %
Hispanic:	46 %
White:	67 %

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year

Expected

Actual

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Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):

2018-19 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	37 %
English Learners:	3 %
Socioeconomically Disadvantaged:	23 %
Students with Disabilities:	24 %
Hispanic:	19 %
White:	61 %

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year

Expected

Actual

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Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	3 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	28 points below standard
English Learners:	97 points below standard
Socioeconomically Disadvantaged:	53 points below standard
Students with Disabilities:	69 points below standard
Hispanic:	55 points below standard
White:	0 points above standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

Expected

Actual

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All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Mathematics assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	39 %
English Learners:	34 %
Socioeconomically Disadvantaged:	34 %
Students with Disabilities:	38 %
Hispanic:	34 %
White:	47 %

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

Expected

Actual

	All Students:	2 percentage points up from the prior year
	English Learners:	2 percentage points up from the prior year
	Socioeconomically Disadvantaged:	2 percentage points up from the prior year
	Students with Disabilities:	2 percentage points up from the prior year
	Hispanic:	2 percentage points up from the prior year
	White:	2 percentage points up from the prior year

<p>Percentage of EL students making annual progress in learning English as measured by the ELPAC: 2 percentage points up from the prior year</p>	<p>2018-19 ELPI data is not available at this time. The following table shows 2017-18 ELPAC performance data of our ELs.</p>	
	<p>2017-18 (Baseline):</p>	
	Level 4 - Well Developed	43.90 %
	Level 3 - Moderately Developed	43.90 %
	Level 2 - Somewhat Developed	*
	Level 1 – Beginning Stage	*

<p>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year</p>	2017-18 (Baseline)	27 %
	2018-19 (Projected)	1 percentage point up from the prior year

Expected

Actual

Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 80%

2017-18 (Baseline)	94 %
2018-19 (End of first semester)	86 %
2018-19 (End of second semester Projected)	1 percentage point up from the prior 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 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

All teacher credentials have been reviewed. We have supported one of new teacher to pay her BTSA. One other Aide got the benefit of tuition reimbursement to increase her qualifications by getting EL authorization. 10+ staff members participated various workshops. We are compliant with teacher assignments.

\$5,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)

\$4,000 BTSA expenses
\$3,000 for EL
\$2,300 for clearing admin credential

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding

We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding

\$40,000 Books (4000)(Base); \$5,000 Instructional materials (4000)(Base)

\$38,000 Books (4000)(Base); \$8,000 Instructional materials (4000)(Base)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	\$67,000 Janitors salary with benefits, \$10,000 Janitorial items (2000,3000,5000)(LCFF)	\$50,000 Janitors' salaries. \$9000 janitorial services. \$10,300 Pest Control and Gardening expenses. Maintenance will be about \$12,000. Total will be about \$81,300

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	\$4,000 Professional Development (5863)(LCFF); \$1,500 Teach Boost fees (5000)(LCFF) 4,000 Grade Level Chairs Add on payments(1000,3000).	\$3,000 Professional Development (5000)(Base); \$1,800 Teach Boost fees (5000)(Base); Instructional Coaching expenses by add on duties such as grade level chair, data manager, schoolwide AR and Math coordinators salary and

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

benefits \$9,000 (2000-3000 Base). Total will be about \$14,800.

Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.

\$4,000 Professional Development (5863)(LCFF); \$1,500 Teach Boost fees (5000)(LCFF) 4,000 Grade Level Chairs Add on payments(1000,3000).

ELD Coordinator 62K salary, 18K Benefits, 1K EL supplies, 7K EL support Aide.

Action 6

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which

Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.

\$4,000 Professional Development on ELD strategies (5000)(S&C)

\$1500 for PDs

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.			

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs,	\$15,000 Intervention Math teacher partial payment salaries (1000)(LCFF);\$60,000 Four part time teacher aide salaries (2000)(Title I); \$15,000 Benefits (3000)(Title I)	\$55,000 EL Coordinator salary (1000)(S&C); \$13,000 Benefits (3000)(S&C); \$2,000 EL supplemental materials (4000)(Title I)Total \$70,000 will be about budgeted

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$7,500 Saturday school Stipends (1000) Title 1	\$6,000 Saturday School Stipends (1000) Title 1

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.</p>	<p>Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.</p>	<p>\$78,000 dean of academics (1000)(LCFF); \$19,000 Benefits (3000)(Base); \$1563.27 Illuminate SIS & DnA (5000)(Base); \$2,376 MAP testing fees (5000)(Title I); \$4000 Data Manager add on, \$5000 Testing coordinator add on(1000 –LCFF)</p>	<p>\$97K One dean of academics (1000-3000 salary and benefits) (Base); Data manager's add on \$2500. \$3692 Illuminate SIS & DnA (5000)(Base); \$2,376 MAP testing fees (5101)(Title I) Testing coordinator \$4000 Add on</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.</p>	<p>N/A for MSA-7</p>		

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p>	<p>N/A for MSA-7</p>		

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will increase college awareness by organizing college career weeks and field trips to colleges	College Career week expenses and field trip expenses.	9,000 (Base 5819,5830)	9,000

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. EL Reclassification rate is 21%.Chronic absenteeism rate is decreased with the new implementations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We budgeted BTSA for one teachers. We budgeted Clad for one staff member and we budgeted 2 of staff members improvement payments in the educational field. School maintenance cost 8K more than budgeted because of MSA-7's building is very old and it needs frequent maintenance. Also textbook allocation increased about 12K since some new common core aligned books are published by the company so we adopted them.

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.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. We want to increase data usage more. We want to increase support for EL, Socioeconomically disadvantaged and Latino students by extra tutoring and counselling programs. Also we will improve facility by facility improvement grant.

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%

Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%.

At least 87% of the students will be enrolled in the Charter school's STEAM Club

At least 90% of the students will be enrolled in the Charter school's STEAM Club

Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

Percentage of students who will have created or demonstrated a

Percentage of students who have created or demonstrated a

Expected

Actual

STEAM focused project, experiment, model or demo: 80%

STEAM focused project, experiment, model or demo: 90%

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest.	\$1,300,000 Teacher salaries	\$853,772 salaries and \$213,000 benefits

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	Charter School designed its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	250,000.00 Admin salaries and benefits.	192,000 Admin salaries and 48,000 benefits.

3Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer an “Advanced Math” class or club to the gifted and high achieving students.	Charter School offered an “Enrichment Club” and “Math Olympiad Club.”	3000 During Saturday School	1000 For TA provided coaching, other were free provided.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offered Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 50 Chromebooks. Our teachers have participated in PD on Blended Learning.	\$85,140.00 LCFF. Code: 5887 Technology services Code: 2900 Computer Instructor salary and benefit.	\$13,492 Chromebooks, 28K Switches and Internet LCFF. Code: 5887 Code: 2900

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.	\$3,000 Science materials (4000)(Base)	\$2,000 Science materials (4000)(Base)

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we offer Math Olympiad Club, Wonder Media Club, Coding Club, Drama Club and Computer Classes; and provide opportunities for students to create or demonstrate a STEAM focused project with CSUN Collaboration, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. 24 high achieving and gifted students are invited to Math Olympiad Club. All 290 elementary school students got Computer Class and passing rate is 100%. All 290 students participated to the school wide project competition. Some participated as a group and showed their demonstrations. Selected 80 students participated Magnolia Wide STEAM EXPO. All students had art class which is STEAM collaboration. Students draw pictures of natural disasters such as tsunami, erosion, earthquake etc.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures. When we implemented some new programs we made budget transfer from other sources. Since we used CSUN Collaboration and Music Center Grant, we did many of the Art Collaboration projects very inexpensive way.

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.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. We will continue to have Math Olympiad Club, Wonder Media and we will continue collaboration with Music Center while teaching STEM. We will improve the school's technology by renewing staff computers and classroom computer stations.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Number of SSC meetings per year: 5	Current: 4	By the end of 2018-19 (Planned): 5
Number of ELAC meetings per year: 4	Current: 4	By the end of 2018-19 (Planned): 5
Number of PTF meetings per year: 7	Current: 7	By the end of 2018-19 (Planned): 7
Number of activities/events for parent involvement per year: 12	Current: 10	By the end of 2018-19 (Planned): 15
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.	
Number of progress reports sent to parents per year: 4	4	
Percentage of students who have been home-visited by the teachers per year: 25%	2017-18 (Baseline)	25%
	2018-19 (Current)	23%
	2018-19 (End of year Planned)	24%
ADA rate: 97%	2017-18 (Baseline)	96%
	2018-19 (Current)	96%

Expected

Actual

	2018-19 (End of year Projected)	96%												
Chronic absenteeism rate: 10%	2017-18 (Baseline)	10.6%												
	2018-19 (Current)	11.6 %												
	2018-19 (End of year Projected)	12%												
Student suspension rate: 0%	2017-18 (Baseline)	0%												
	2018-19 (Current)	0%												
	2018-19 (End of year Projected)	0%												
Student expulsion rate: 0%	2017-18 (Baseline)	0%												
	2018-19 (Current)	0%												
	2018-19 (End of year Projected)	0%												
<p>School experience survey participation rates will be:</p> <table border="1" data-bbox="81 1055 1001 1218"> <tr> <td>Students:</td> <td>98%</td> </tr> <tr> <td>Families:</td> <td>98%</td> </tr> <tr> <td>Staff:</td> <td>90%</td> </tr> </table>	Students:	98%	Families:	98%	Staff:	90%	<p>School experience survey participation rates are:</p> <table border="1" data-bbox="1077 1055 1997 1218"> <tr> <td>Students:</td> <td>99.1%</td> </tr> <tr> <td>Families:</td> <td>83.3%</td> </tr> <tr> <td>Staff:</td> <td>100%</td> </tr> </table>		Students:	99.1%	Families:	83.3%	Staff:	100%
Students:	98%													
Families:	98%													
Staff:	90%													
Students:	99.1%													
Families:	83.3%													
Staff:	100%													
<p>School experience survey average approval rates will be:</p> <table border="1" data-bbox="81 1328 1001 1435"> <tr> <td>Students:</td> <td>71%</td> </tr> <tr> <td>Families:</td> <td>98%</td> </tr> </table>	Students:	71%	Families:	98%	<p>School experience survey average approval rates are:</p> <table border="1" data-bbox="1077 1328 1997 1435"> <tr> <td>Students:</td> <td>75%</td> </tr> <tr> <td>Families:</td> <td>98%</td> </tr> </table>		Students:	75%	Families:	98%				
Students:	71%													
Families:	98%													
Students:	75%													
Families:	98%													

Expected

Actual

Staff:	93%	Staff:	95%
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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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	\$2,000 Parent meeting motivational expenses (4720)(LCFF)	\$2,000 Parent meeting expenses are done mostly by donations. (LCFF)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. You can add more events here that promote parental participation.	\$3,000 Parent activities/events expenses (4330,4345)(LCFF)	\$3,000 Parent activities/events expenses. (LCFF)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of	We provide parents with access to course material, homework assignments, projects, and records of students' grades through	\$8,000 Illuminate SIS & DnA (5000)(Base) and 7 other communication tools such as voice message,	Total Cost is about 18K Illuminate, & DnA, Parent Square, Postage, Phone

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	our SIS, and further communicate with the parents of students who are performing below grade level.	mails [Duplicated Expense: See Goal 1: Action 9]	(LCFF)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	\$7,500 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$6,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	\$6500 LCFF, CSUN Counselling	\$4,000 LCFF, CSUN Counselling

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$110,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$18,000 Benefits (3000)(Base); \$4,000 Parent Reach notification program	\$90K 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$28,000 Benefits (3000)(Base); \$4,000 Parent Reach notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	\$70,000 1 Dean of Students (1000)(Base); \$25,000 Benefits (3000)(Base) Duplicate admin salaries	\$73,000 1 Dean of Students (1000)(Base); \$15,000 Benefits (3000)(Base)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	\$7,500 PD related expenses on PBIS, restorative practices, classroom management (5000)(Base)3 teachers attended weekly once free LAUSD PD substitute teacher expenses	\$7,500 PD related expenses on PBIS, restorative practices, classroom management (5000)(Base)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	\$1,400 Panorama Education surveys (5000)(Base)	\$1,050 Panorama Education surveys (5000)(Base)

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Expulsion and suspension rate are both 0 percent. Overall school experience for parents 98%, for staff 95 % and for students 75%. ADA is 95.27 % and it will be continued to be addressed in this coming year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures. We reached the free qualified training programs for our staff such as MTSS training . 4 of our staff members participated 4 times during the year. To cover their classes we paid more than \$4000 to substitute companies.

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.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will start to hold events that promote parental participation as well as parent training activities. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year: 2019–20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-7 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, five SSC meetings, four ELAC meetings, at least seven parent activities/events including , weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 68 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing attendance rate by offering more parent trainings and putting system in place by assigning absenteeism clerk.
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials
- To ensure school facilities are maintained in good repair

Priority 2:

- To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- To ensure EL students make annual progress in learning English
- To ensure our students are college/career ready

Priority 8:

- To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	90%	90%	90%	90%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 48 %	All Students: 5 percentage points up from the prior year	All Students: 5 percentage points up from the prior year	All Students: 3 percentage points up from the prior year
	English Learners: 5%	English Learners: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	English Learners: 3 percentage points up from the prior year
	Socioeconomically Disadvantaged: 41%	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year
	Students with Disabilities: 27%	Students with Disabilities: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year
	Hispanic: 44%	Hispanic: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year
	White: 51%	White: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year	White: 3 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-5)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 0.9 points below standard	All Students: 3 points up from the prior year	All Students: 3 points up from the prior year	All Students: 3 points up from the prior year
	English Learners: 18.4 points below standard	English Learners: 3 points up from the prior year	English Learners: 3 points up from the prior year	English Learners: 3 points up from the prior year
	Socioeconomically	Socioeconomically	Socioeconomically	Socioeconomically

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																									
	<table border="1"> <tr><td>Disadvantaged: 14.4 points below standard</td></tr> <tr><td>Students with Disabilities: 37.5 points below standard</td></tr> <tr><td>Homeless: 30.9 points below standard</td></tr> <tr><td>White: 15.6 points above standard</td></tr> </table>	Disadvantaged: 14.4 points below standard	Students with Disabilities: 37.5 points below standard	Homeless: 30.9 points below standard	White: 15.6 points above standard	<table border="1"> <tr><td>Disadvantaged: 3 points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> <tr><td>White: 3 points up from the prior year</td></tr> </table>	Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year	<table border="1"> <tr><td>Disadvantaged: 3 points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> <tr><td>White: 3 points up from the prior year</td></tr> </table>	Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year	<table border="1"> <tr><td>Disadvantaged: 3 points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> <tr><td>White: 3 points up from the prior year</td></tr> </table>	Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year									
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White: 3 points up from the prior year																													
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-5)	<table border="1"> <tr><td>2016-17 (Baseline):</td></tr> <tr><td>All Students: 51%</td></tr> <tr><td>English Learners: 44%</td></tr> <tr><td>Socioeconomically Disadvantaged: 50%</td></tr> <tr><td>Students with Disabilities: 48%</td></tr> <tr><td>Hispanic: 51%</td></tr> <tr><td>White: 44%</td></tr> </table>	2016-17 (Baseline):	All Students: 51%	English Learners: 44%	Socioeconomically Disadvantaged: 50%	Students with Disabilities: 48%	Hispanic: 51%	White: 44%	<table border="1"> <tr><td>2017-18 (Expected):</td></tr> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> <tr><td>English Learners: 2 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> </table>	2017-18 (Expected):	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	<table border="1"> <tr><td>2018-19 (Expected):</td></tr> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> <tr><td>English Learners: 2 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> </table>	2018-19 (Expected):	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	<table border="1"> <tr><td>2019-20 (Expected):</td></tr> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> <tr><td>English Learners: 2 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> </table>	2019-20 (Expected):	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year
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Hispanic: 2 percentage points up from the prior year																													

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-5):	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 39%	All Students: 5 percentage points up from the prior year	All Students: 5 percentage points up from the prior year	All Students: 3 percentage points up from the prior year
	English Learners: 13%	English Learners: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	English Learners: 3 percentage points up from the prior year
	Socioeconomically Disadvantaged: 33%	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year
	Students with Disabilities: 31%	Students with Disabilities: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year
	Hispanic: 30%	Hispanic: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year
	White: 61%	White: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year	White: 3 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-Mathematics	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 23.8 points below standard	All Students: 3 points up from the prior year	All Students: 3 points up from the prior year	All Students: 3 points up from the prior year
	English Learners:	English Learners: 3	English Learners: 3	English Learners: 3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
assessments (Grades 3-5)	36.3 points below standard	points up from the prior year	points up from the prior year	points up from the prior year
	Socioeconomically Disadvantaged: 38.3 points below standard	Socioeconomically Disadvantaged: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year
	Students with Disabilities: 48.2 points below standard	Students with Disabilities: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year
	Hispanic: 36.9 points below standard	Hispanic: 3 points up from the prior year	Hispanic: 3 points up from the prior year	Hispanic: 3 points up from the prior year
	White: 9.2 points above standard	White: 3 points up from the prior year	White: 3 points up from the prior year	White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-5)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 46%	All Students: 2 percentage points up from the prior year	All Students: 2 percentage points up from the prior year	All Students: 2 percentage points up from the prior year
	English Learners: 36%	English Learners: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year
	Socioeconomically Disadvantaged: 42%	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year
	Students with Disabilities: 42%	Students with Disabilities: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year
	Hispanic: 41%			
	White: 61%	Students with Disabilities: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<div style="border: 1px solid black; padding: 2px;">Hispanic: 2 percentage points up from the prior year</div> <div style="border: 1px solid black; padding: 2px;">White: 2 percentage points up from the prior year</div>	<div style="border: 1px solid black; padding: 2px;">Hispanic: 2 percentage points up from the prior year</div> <div style="border: 1px solid black; padding: 2px;">White: 2 percentage points up from the prior year</div>	<div style="border: 1px solid black; padding: 2px;">Hispanic: 2 percentage points up from the prior year</div> <div style="border: 1px solid black; padding: 2px;">White: 2 percentage points up from the prior year</div>
Percentage of EL students making annual progress in learning English as measured by the ELPAC	59%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	21%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	97%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$11,000
Source	LCFF	Base	Base
Budget Reference	\$8,000 BTSA expenses (5000)(Base);	\$5,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)	\$8,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$50,000	\$25,000
Source	Base	Base	Base

Year	2017-18	2018-19	2019-20
Budget Reference	\$20,000 Books (4000)(Base); \$10,000 Instructional materials (4000)(Base)	\$40,000 Books (4000)(Base); \$5,000 Instructional materials (4000)(Base)	\$25,000 Books (4000)(Base); \$5,000 Instructional materials (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$85,000	\$87,000	\$89,000
Source	LCFF	LCFF	LCFF
Budget Reference	\$65,000 Janitors salary, \$10,000 Janitorial items (2000,3000,5000)(LCFF)	\$67,000 Janitors salary, \$10,000 Janitorial items (2000,3000,5000)(LCFF)	\$69,000 Janitors salary, \$8,240 Janitorial items 10K Gardening,Pest Control 5K Maintenance (2000,3000,5000)(LCFF)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	2018-19 Actions/Services See description for 2017-18	2019-20 Actions/Services See description for 2017-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$8,500	\$8,500
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	\$4,000 Professional Development (5863)(LCFF)	\$4,000 Professional Development (5863)(LCFF); \$1,500 Teach Boost fees (5000)(LCFF) 4,000 Grade Level Chairs Add on payments(1000,3000).	\$5,000 Professional Development (5863)(LCFF); \$1,800 Teach Boost fees (5000)(LCFF) Grade Level Chairs Add on payments with total 14,000 (1000,3000).

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,000	\$85,000	\$88,000
Source	LCFF Supp./Conc. Goal 1 Action 1 and 4 include expenses	S&C; Title I	S&C; Title I
Budget Reference	\$55,000 EL Coordinator salary (1000)(S&C); \$13,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	\$66,000 EL Coordinator salary (1000)(S&C); \$16,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	\$66,418 EL Coordinator salary (1000)(S&C); \$19,925 Benefits (3000)(S&C); EL Aide Payment 19,843, EL supplemental materials (4000)(Title I)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$4,000
Source	S&C	S&C	S&C
Budget Reference	\$4,000 Professional Development on ELD strategies (5000)(S&C).Recently McGrew Hills (Wonders) Reading Component for EL is adopted it was paid in 2015-2016 budget.	\$4,000 Professional Development on ELD strategies (5000)(S&C)	\$4,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

During the day, Charter School will provide additional supports and interventions to all students, including ELs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
Amount	\$70,000	\$90,000	\$90,000
Source	Title I -LCFF	Title I -LCFF	Title I-LCFF
Budget Reference	\$10,000 Intervention Math teacher partial payment salaries (1000)(LCFF);\$50,000 Four part time teacher aides' salaries (2000)(Title I); \$10,000 Benefits (3000)(Title I)	\$15,000 Intervention Math teacher partial payment salaries (1000)(LCFF);\$60,000 Four part time teacher aide salaries (2000)(Title I); \$15,000 Benefits (3000)(Title I)	\$15,000 Intervention Math teacher partial payment salaries (1000)(LCFF);\$77,000 Four part time teacher aide salaries (2000)(Title I); \$20,000 Benefits (3000)(Title I)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$7,500	\$10,000
Source	Title 1	Title 1	Title 1
Budget Reference	\$2,500 Three teacher stipends (1000)(Saturday school)	\$7,500 Saturday School will be enlarged (1000)	\$10,000 Saturday School will be enlarged (1000)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	104939.27	109939.27	114939.27
Source	LCFF-Title I	LCFF-Title I	LCFF-Title I

Year	2017-18	2018-19	2019-20
Budget Reference	\$74,000 dean of academics (1000)(LCFF); \$18,000 Benefits (3000)(Base); \$1563.27 Illuminate SIS & DnA (5000)(Base); \$2,376 MAP testing fees (5000)(Title I); \$4000 Data Manager add on, \$5000 Testing coordinator add on(1000 –LCFF)	\$78,000 dean of academics (1000)(LCFF); \$19,000 Benefits (3000)(Base); \$1563.27 Illuminate SIS & DnA (5000)(Base); \$2,376 MAP testing fees (5000)(Title I); \$4000 Data Manager add on, \$5000 Testing coordinator add on(1000 –LCFF)	\$84,000 dean of academics (1000)(LCFF); \$20,000 Benefits (3000)(Base); \$3900 Illuminate SIS & DnA (5000)(Base); \$2,100 MAP testing fees (5000)(Title I); \$5000 Data Manager add on, \$2,500 Testing coordinator add on(1000 – LCFF)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA for MSA-7 Elementary		
Source			
Budget Reference			

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA for MSA-7 Elementary		
Source			
Budget			

Year	2017-18	2018-19	2019-20
Reference			

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School increase college awareness by organizing college career weeks and field trips to the colleges.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,000	\$9,000	\$8,000 field trips, 1K College Career
Source	LCFF Supp./Conc.	LCFF Supp./Conc.	LCFF Supp./Conc.
Budget Reference	5819,5830	5819,5830	5819,5830

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

- To increase student access to a broad course of study
- To offer innovative courses and programs

Priority 8:

- To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters				
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of our graduates who will have taken a Computer/Technol	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ogy class and/or experienced blended learning in their program of study				
Percentage of students enrolled in the Charter School's grades K-5 who will take the GATE/enrichment program	5%	12%	15%	15%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	85%	87%	90%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,143,000.00	\$1,300,000	\$802 K salaries, 200K benefits
Source	LCFF	LCFF	LCFF
Budget Reference	1100, 3100, 3400 Teacher Salaries And Benefits	1100, 3100, 3400 Teacher Salaries And Benefits	1100, 3100, 3400 Teacher Salaries And Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$215,741	\$245,741	\$200K Salaries, 50K Benefits
Source	LCFF	LCFF	LCFF
Budget Reference	\$250,000 1 Principal and 1 Dean of Academics salaries (1000)(LCFF); and Benefits (3000)(LCFF)	\$250,000 1 Principal and 1 Dean of Academics salaries (1000)(LCFF); and Benefits (3000)(LCFF)	\$250,000 1 Principal and 1 Dean of Academics salaries (1000)(LCFF); and Benefits (3000)(LCFF)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will offer an GATE/Enrichment Program

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Free	\$3,000	\$2,000
Source		Title 1	Title 1,LCFF

Year	2017-18	2018-19	2019-20
Budget Reference		Saturday School (1000)(3000)(Title 1)	\$2 000, Saturday School money for Gifted (1000)(3000)(Title 1)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80,140.00	\$85,140.00	\$90,140.00
Source	LCFF	LCFF	LCFF
Budget Reference	5887 Technology services, 2900 computer instructor salary and benefits.	5887 Technology services, 2900 computer instructor salary and benefits.	5887 Technology services 21,300, 2900 Computer Instructor salary 46K, 12K Benefits, 25K IT person

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$3,000	\$4,000
Source	Base	Base	Base

Year	2017-18	2018-19	2019-20
Budget Reference	\$2,000 Science materials (4000)(Base)	\$3,000 Science materials (4000)(Base)	\$2K Science materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

Priority 5:

- To increase student attendance
- To avoid chronic absenteeism

Priority 6:

- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	5	5	5
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	4	7	7	7
Number of activities/events for parent involvement per year	5	10	12	12
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	26%	25%	25%	26%
ADA rate	97%	96%	97%	97%
Chronic absenteeism rate	11%	16%	10%	8%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student suspension rate	0%	0%	0%	0%
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 98%	Students: 99%	Students: 98%	Students: 98%
	Families: 65%	Families: 98%	Families: 98%	Families: 90%
	Staff: 90%	Staff: 90%	Staff: 90%	Staff: 90%
School experience survey average approval rates	Students: 67%	Students: 69%	Students: 71%	Students: 76%
	Families: 99%	Families: 98%	Families: 98%	Families: 99%
	Staff: 89%	Staff: 92%	Staff: 93%	Staff: 95%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000.00	2,000.00	2,000.00
Source	LCFF Supp./Conc.	LCFF Supp./Conc.	LCFF Supp./Conc.
Budget Reference	4720-Motivational expenses.	4720-Motivational expenses.	4720-Motivational expenses.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3000	\$3000	\$3000
Source	LCFF	LCFF	LCFF
Budget Reference	Part of 4330,4345	Part of 4330,4345	Part of 4330,4345

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000.00	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	Part of 5887, 4320 and 4330.	\$8,000 Illuminate SIS & DnA (5000)(Base) and 7 other communication tools such as voice message, mails [Duplicated Expense: See Goal 1: Action 9]	\$3900 Illuminate SIS & DnA 1200 Teachboost 1050 Parent square 2800 Phone call 773 postage (5000)(Base) and 7 other communication tools such as voice message, mails [Duplicated Expense: See Goal 1: Action 9]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,500.00	\$7,500.00	\$5,000.00
Source	Title 1	Title 1	Title 1
Budget Reference	Part of 1100, 3000, 5200.	Part of 1100, 3000, 5200.	Part of 1100, 3000, 5200.

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$6,500	\$13,500
Source	LCFF	LCFF	LCFF
Budget Reference	CSUN Counseling, 5822	CSUN Counseling, 5822	CSUN Counseling, 5822

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000.00	\$110,000.00	\$120,000.00

Year	2017-18	2018-19	2019-20
Source	LCFF	LCFF	LCFF
Budget Reference	2400,3000 office Manager, clerk salaries and benefits	2400,3000 office Manager, clerk salaries and benefits	2400,3000 office Manager, clerk salaries and benefits

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A for MSA-7 Elementary		
Source			
Budget Reference			

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicated in admin salaries.	Duplicated in admin salaries.	Duplicated in admin salaries.
Source	LCFF	LCFF	LCFF
Budget Reference	1300,3000	1300,3000	1300,3000

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

expectations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicated Expense, Free PBIS training but to cover substituted costed \$7500	Duplicated Expense	Duplicated Expense
Source	LCFF	LCFF	LCFF
Budget Reference	In PD related expenses	In PD related expenses	In PD related expenses

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will annually administer school experience surveys to students, parents, and staff.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Panorama education surveys \$1005.99	Panorama \$1400	Panorama \$1050
Source	LCFF	LCFF	LCFF
Budget Reference	5822	5822	5822

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 607,762

25.94 %

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 549,846

24.90 %

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 544,575.00

27.46 %

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Year

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)
[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

Magnolia Science Academy Bell

Jason Hernandez, Principal

jhernandez@magnoliapublicschools.org
323-826-3925

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy Bell, is a classroom-based charter school serving grades 6th-8th with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM).

Our mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MSA Bell currently has 495 students in grades 6th-8th, and mainly draws enrollment from the neighboring communities of the southeast Los Angeles area. MSA Bell has a diverse student population of 93% Hispanic/Latino and 7% White (Arabic), 86% socioeconomically disadvantaged, 11% special education, and 10% English language learner population.

We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA Bell is supplemented by tutoring, after-school programs, and families training.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The LCAP goals started through a collaborative effort of gathering input from all stakeholders and available data from surveys and student academic performance. Based on input and data, we have revised our existing actions/services, measurable outcomes, and planned for new ones.

Some of the highlights include:

1. Stakeholder engagement in the shared decision making, especially in the area of blending learning and academic area of mathematics for all students and support of student groups (ELLs and SWD) in ELA and math.
2. Opportunities for professional learning for all stakeholders through workshops and supports, in socioemotional development and academic support in areas like mathematics and blending learning.
3. School community that provides programs to support the socioemotional development and academic learning of all students.

Our learning community has worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

MSA Bell stakeholders conducted an analysis of data and information available. It has identified the following as areas of strength.

1. Suspension Indicator on the California Dashboard is at a blue or very low rate and levels maintain
2. English Language Progress Indicator on the California Dashboard is at a blue or very high level and continues to maintain this level
3. English Language Arts Indicator on the California Dashboard is at yellow or low, but it has increased a level for all student groups in the spring 2017 to the fall of 2017
4. Mathematics indicators on the California is in the low range, but the student group with disabilities has increased a color level from the spring of 2017 to the fall of 2017

MSA Bell seeks to continually develop professional learning opportunities for all stakeholders in the area of socioemotional development, especially staff that is continually tasked with supporting students beyond the daily academic challenges. Potential trainings include coaching adolescents in executive functioning skills.

MSA Bell continues to be prideful in the development and academic capacity of its ELLs. Continual support and compliance is provided to the staff in the form of professional learning opportunities, grade level meetings, webinars, and other trainings. CHATS framework has been strategy of focus among staff members. In the classroom, students are introduced to literacy opportunities and strategies for comprehension and development in all courses. Enrichment in the development of language includes engagement with higher-order thinking questions, various scaffolding and accommodations to support language acquisition, cooperative groups, explicit direct instruction, word walls, content and language learning objectives. Continually development in this field will be provided to all stakeholders, especially since the state expectations are changing with the introduction of the ELPAC.

Referring to the California School Dashboard, 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

MSA Bell stakeholders conducted an analysis of data and other formative and informative information available. It has identified the following as areas of need in order to close the achievement gap.

1. Mathematics indicator on the California Dashboard is at orange or low for all student groups. The exception is the student group that is labeled socioeconomically disadvantaged, which is on the color indicator of yellow or low.
2. English Language Arts indicator on the California Dashboard is at yellow or low for all students. The student group, students with disabilities, is at an orange or very low.
3. Per student survey, the usage of technology is high and perceived as the main teaching tool, instead of a supplement to enhance the learning experience.
4. Per staff survey, teacher development for new members to the school site is essential for success.

MSA Bell seeks to continually develop professional learning opportunities in both the areas of ELA and Mathematics. A new teaching position being created is a STEAM teacher. This teacher will collaborate with the educational team to identify areas of greatest need in ELA and Mathematics and create a course curriculum that capitalizes in these opportunities. The course will increase student exposure to the fields of mathematics and engineering.

MSA Bell will seek to solidify the inclusion model on campus. Plans are being created to identify a coordinator to oversee SpEd compliance and training for all teachers in their work with SWD. Additional support will be in the form of classroom collaborative teaching and planning, research and identifying trainings to fulfil the areas of need and seek opportunities to collaborate with other schools around the idea of full inclusion.

MSA Bell seeks to solidify the blended learning program and change the narrative for all members of the community that technology is a critical component of today’s world and develop a belief that it is an extension of the educational experience (good teaching). Alongside this narrative, digital citizenship will be streamlined across the campus to align with the vision of the school to educate young individuals that will contribute to the community as a socially responsible and educated member of society.

MSA Bell seeks to further understand the needs of the teaching community and identify the factors that will empower teachers to develop their craft in the community of service. Strategies include providing home office orientation, site-based orientation that addresses school and individual needs, mentorship program with a seasoned staff member on site, and other strategies of support are currently being investigated.

Referring to the California School Dashboard, 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

Greatest Area of Need

1. Math, Student Group: English Language Learners

2. Math, Student Group: Students with Disabilities

3. English Language Arts, Student Group: SWD

Intervention/Action Plan

English Language Learners and Students with Disabilities have been identified as the group of greatest need on the school site in the area of mathematics and English Language Arts. MSA Bell is currently in the process of developing an intervention course/elective for incoming 6th grade students. The course will focus on the identified focus areas of math with the emphasize on project-based learning, engineering, and academic discourse.

Secondly, we will continue to provide access to intervention programs, like ST Math, which students can utilize at school and home. Families will be educated on the resources that are available for academic support.

Lastly, there is continual effort to provide sheltered instruction, which is an approach to teaching English Language Learners in a manner that makes the content comprehensible to the learner. MSA Bell has identified that there are students that qualify under both student groups: SWD and ELL. The utilization of the CHATS framework for language acquisition will benefit that student groups that are struggling by providing various strategies that assist in the acquisition and development of language.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018–19

Goal 1

MSA Bell provides academic excellence to all students.

State and/or Local Priorities addressed by this goal:

Priority 1:

1. To ensure teachers are appropriately assigned and properly credentialed

Priority 2:

1. To maintain implementation of CCSS for all students, including subgroups
2. To ensure teachers are trained in CCSS and the pedagogical shifts in support of increasing student learning and SBAC readiness
3. To ensure English Learners can access the CCSS and ELD standards.
4. To increase the percentage of students who are on track to be college- and career- readiness
5. Begin integration of “A,” arts in core curriculum

Priority 4:

1. To ensure a rigorous and relevant academic program
2. To increase the percentage of students who score proficient or above in English Language Arts/Literacy and math on the SBAC assessment system
3. To increase the percentage of ELs who meet or exceed the criteria for reclassification

Priority 7:

1. Ensure students have sufficient access to CCSS aligned instructional materials

Priority 8:

1. Collect, analyze and use multiple measures of student performance to increase student proficiency

Annual Measurable Outcomes

Expected	Actual
PRIORITY 1	PRIORITY 1
100% of MSA Bell's teachers will be appropriately assigned and properly credentialed as required by law and the charter.	100% of MSA Bell's teachers are appropriately assigned and properly credentialed as required by law and the charter.
PRIORITY 2	PRIORITY 2
MSA Bell will maintain 100% implementation of CCSS.	MSA Bell implemented CCSS with 100% fidelity
MSA Bell teachers will receive at least 3-trainings/professional developments on the CCSS.	MSA Bell teachers received at least 3-trainings and/or professional development on the CCSS through course work, staff PLC, etc.
MSA Bell teachers will receive at least 3-trainings/professional developments on pedagogical shifts with a focus on student learning.	MSA Bell teachers receive at least 3-trainings/professional developments on pedagogical shifts with a focus on student learning through course work, staff PLC, etc.
MSA Bell teachers will receive at least 3-trainings/professional developments on the ELD standards and teaching English Learners.	MSA Bell teachers receive at least 3-trainings/professional developments on the ELD standards and teaching English Learners through course work, staff PLC, etc.
100% of MSA Bell students will participate in advisory course that covers college talk. (a-g requirements, college field trips, etc.)	100% of MSA Bell students participate in advisory course that covers college talk.
MSA Bell teachers will receive at least 1 training in the integration of ARTS in the core curriculum.	MSA Bell teachers receive at least 1 training in the integration of ARTS in the core curriculum through professional development training, staff PLC, or visiting schools with promising practices, etc.
PRIORITY 4	PRIORITY 4
For all student, including subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5 points from fall to spring. 2018-19 (Expected): ELA <div style="border: 1px solid black; padding: 2px; display: inline-block;">All Students: 33%</div>	in progress

Expected

Actual

<table border="1"> <tr><td>English Learners: 5%</td></tr> <tr><td>Socioeconomically Disadvantaged: 32%</td></tr> <tr><td>Students with Disabilities: 5%</td></tr> <tr><td>Hispanic: 34%</td></tr> <tr><td>White: 29%</td></tr> </table>	English Learners: 5%	Socioeconomically Disadvantaged: 32%	Students with Disabilities: 5%	Hispanic: 34%	White: 29%			
English Learners: 5%								
Socioeconomically Disadvantaged: 32%								
Students with Disabilities: 5%								
Hispanic: 34%								
White: 29%								
<p>Math</p> <table border="1"> <tr><td>All Students: 21%</td></tr> <tr><td>English Learners: 5%</td></tr> <tr><td>Socioeconomically Disadvantaged: 21%</td></tr> <tr><td>Students with Disabilities: 5%</td></tr> <tr><td>Hispanic: 21%</td></tr> <tr><td>White: 30%</td></tr> </table>	All Students: 21%	English Learners: 5%	Socioeconomically Disadvantaged: 21%	Students with Disabilities: 5%	Hispanic: 21%	White: 30%		
All Students: 21%								
English Learners: 5%								
Socioeconomically Disadvantaged: 21%								
Students with Disabilities: 5%								
Hispanic: 21%								
White: 30%								
<p>Percentage of students performing proficient on the CAASPP 2018-19 (Expected):</p> <p>Math</p> <table border="1"> <tr><td>All Students: 27%</td></tr> <tr><td>English Learners: 5%</td></tr> <tr><td>Socioeconomically Disadvantaged: 26%</td></tr> <tr><td>Students with Disabilities: 11%</td></tr> <tr><td>Hispanic: 5 percentage points up from the prior year</td></tr> <tr><td>White: 5 percentage points up from the prior year</td></tr> </table>	All Students: 27%	English Learners: 5%	Socioeconomically Disadvantaged: 26%	Students with Disabilities: 11%	Hispanic: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year	<p>in progress</p>	
All Students: 27%								
English Learners: 5%								
Socioeconomically Disadvantaged: 26%								
Students with Disabilities: 11%								
Hispanic: 5 percentage points up from the prior year								
White: 5 percentage points up from the prior year								

Expected

Actual

ELA

All Students: 45%
English Learners: 5%
Socioeconomically Disadvantaged: 44%
Students with Disabilities: 18%
Hispanic: 46%
White: 34%

The percentage of EL students who are reclassified will increase by 1% from the prior year.

in progress

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Priority 1: MSA Bell administration will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.</p>	<p>Priority 1: MSA Bell administration conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs.</p>	<p>\$2,114,083.00 (1000, 1300, 3000)</p>	<p>\$2,314,083.00 (1000, 1300, 3000)</p>
<p>Priority 1: MSA Bell administration will annually review master schedule/teacher assignments to ensure compliance.</p>	<p>Priority 1: MSA Bell administration annually reviews master schedule/teacher assignments to ensure compliance.</p>	<p>\$329,460 (1300)</p>	<p>\$329,460 (1300)</p>
<p>Priority 2: MSA Bell will annually review all CCSS</p>	<p>Priority 2: MSA Bell annually reviews all CCSS</p>	<p>\$15,777 (4100)</p>	<p>\$15,000 (4100)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
aligned materials and purchase any necessary materials approved by the state.	aligned materials to ensure state approved materials.		
Priority 2: MSA Bell will research and conduct professional development (at least 3) for all staff corresponding with the implementation of CCSS. (This will be in the form of workshops, seminars, etc.)	Priority 2: MSA Bell provided professional development (at least 3) for all staff corresponding with the implementation of CCSS.	\$14,500 (5863)	\$14,580 (5863)
Priority 2: MSA Bell will research and conduct professional development (at least 3) for all staff corresponding with pedagogical shifts with a focus on student learning. SEL such as restorative justice practices, community circles, etc.	Priority 2: MSA Bell provided professional development (at least 3) for all staff corresponding with pedagogical shifts with a focus on student learning. SEL such as restorative justice practices, community circles, etc.		
Priority 2: MSA Bell will research and conduct professional development (at least 3) for all staff corresponding with pedagogical shifts with a focus on student learning. ELD standards and teaching English language Learners.	Priority 2: MSA Bell provided professional development (at least 3) for all staff corresponding with pedagogical shifts with a focus on student learning. ELD standards and teaching English language Learners.		
Priority 2: MSA Bell will research and conduct professional development (at least 1) for all staff corresponding with implementation and integration of ARTS in the core curriculum.	Priority 2: MSA Bell provided professional development (at least 1) for all staff corresponding with implementation and integration of ARTS in the core curriculum.		
Priority 2: MSA Bell students, through advisory, will	Priority 2: MSA Bell students, through advisory,	\$24,000 (5835)	\$24,000 (5835)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
receive career- and college- readiness opportunities through classroom lessons and field trips.	receive career- and college- readiness opportunities through classroom lessons and field trips.		
Priority 4: MSA Bell students will take MAP in ELA and Math, three times during the year. Measurements will be evaluated and guide teacher's instruction and curriculum in order to show growth of at least 5 points from fall to spring.	Priority 4: MSA Bell students take MAP assessment 3x per year to inform instruction and measure growth	\$5,875 (4340, Title 1)	\$5,875 (4340, Title 1)
Priorities 4: All students will take interim SBAC block assessments in math and ELA periodically. Along with these results and other internal assessments, teachers will adjust instruction and curriculum.	Priorities 4: All students take the interim SBAC block assessments in math and ELA periodically.		
Priorities 4: MSA Bell will identify EL students and ELD coordinator will plan instruction to support EL students. Planning, instruction and data analyzes will guide curriculum to ensure EL students increase 5% from prior year.	Priorities 4: MSA Bell identified ELs and plans supporting instruction to ensure growth.	\$66,200 (1100, 3000 Title 1)	\$66,200 (1100, 3000 Title 1)

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

MSA Bell provides academic excellence to all students. This is achieved by ensuring the following:

1. Appropriately assigning teachers to courses per their credential and providing the necessary classroom supports to ensure academic growth.
2. Academic rigor and relevance and implementation of CCSS are provided through the various classroom resources and curriculum, training on ELD framework and strategies, and resources on Summit Platform.
3. Internal assessment is accomplished through the usage of the NWEA MAP and the CAASPP Interim Assessments, this allows the staff to measure and inform instruction for literacy and mathematics. Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Measuring effectiveness of action plans was conducted in the following manner:

1. Administration walk through and feedback on ELD instruction, as presented through regular onsite professional development
2. Usage of the Data Analysis Tool to review NWEA MAP data to inform instruction and measure of student growth from Fall to Spring.
3. Review of SBAC data to determine greatest area of need and providing instructional support for student achievement, as measured through administration walk through and analysis of available data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Through available funds, MSA Bell added an additional administrator to oversee teacher effectiveness and increase data analysis capacity.

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.

MSA Bell will maintain the goals established and modify according.

1. Teacher instructional focus and development will be dependent on the results of internal and external data.
2. Utilize research based instructional strategies to support Tier 1 of MTSS
3. Using the Summit Platform to measure Self-Directed Learning through completion of focus areas.

LCAP Year Reviewed: 2018–19

Goal 2

MSA Bell promotes innovation amongst all students.

State and/or Local Priorities addressed by this goal:

Priority 4:

1. Implement a blended learning program in order to help all students build 21st century skills to be college- and career-ready

Priority 5:

1. Prepare all students, including subgroups to be adaptable, responsible critical thinkers who contribute to the global community.

Priority 6:

1. Create a positive school climate that adapts to the needs of the community.

Annual Measurable Outcomes

Expected	Actual
Priority 4	Priority 4
MSA Bell will implement blended learning through by providing access to the Summit Learning Platform in 100% of the core classes.	MSA Bell implements blended learning in a 100% of the core classes.

Expected	Actual
MSA Bell will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	MSA Bell provides 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
100% of students will have sufficient access to all academic and educational programs provided by MSA Bell.	100% of students have sufficient access to all academic and educational programs provided by MSA Bell.
Priority 5	Priority 5
At least 80% of all students enrolled in MSA Bell will create or demonstrate a STEAM focused, community based project, experiment, model or demo.	All MSA Bell students, 100% participate in a STEAM focused, community based project, experiment, model or demo.
At least 25% of the student population at MSA Bell will participate in an internship or site field trip to gain hands on experience in a respective field in STEAM.	100% of students participated in a form of access STEAM related fields through college visits, field trips, etc.
At least 5% of student population at MSA Bell will participate in a service-learning project based on community needs.	At least 5% of student population at MSA Bell participate in a service-learning project. (video activity with focus on homelessness, diversity, etc.)
Priority 6	Priority 6
MSA Bell School Satisfaction Survey: at least 80% of student population will rate the overall school experience positively; at least 85% of staff will rate the overall all school experience positively; at least 90% of parents will rate the overall school experience positively.	MSA Bell School Satisfaction Survey: at least 71% of student population rate the overall school experience positively; at least 86% of staff rate the overall all school experience positively; at least 94% of parents rate the overall school experience positively.
MSA Bell will maintain Restorative Justice Practices and provide access to through partnerships to mental health services to ensure a suspension rate of no more than 1% and an expulsion rate of no more than 1%.	in progress

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Priority 4: MSA Bell staff will receive training and support for blended learning through Summit Basecamp Training.	Priority 4: MSA Bell staff received training and support for blended learning throughout the academic school year.	Grant through the Chan Zuckerberg Initiative (CZI)	Grant through the Chan Zuckerberg Initiative (CZI)
Priority 4: MSA Bell will offer all core subjects, with an emphasis in STEAM education, as prescribed in the charter.	Priority 4: MSA Bell offers all core subjects, with an emphasis in STEAM education, as prescribed in the charter.	\$122,000 (4710)	\$122,000 (4710)
Priority 4: MSA Bell will support different needs in the area of math enrichment, English language development, advance class placement and other needs through the Summit Learning Platform.	Priority 4: MSA Bell students received additional resources in the area of math development, English Language Development, advance class placement and other needs.		
Priority 4: MSA Bell will utilize surveys for all stakeholders to identify areas of interest for elective courses.	Priority 4: MSA Bell has provided students with choice on their election of elective course.		
Priority 4: MSA Bell will provide an educational program that is inclusive for all students, including subgroups. MSA Bell staff will conduct PD in order to meet the needs of all students. (SEL, co-teaching, etc.)	Priority 4: MSA Bell provides an educational program that is inclusive for all students, including subgroups.		
Priority 5: As a STEAM focused school, teachers will incorporate an experiment or service-learning project in which at least 80% of the student population participates.	Priority 5: All students (100%) participated in an experiment or service-learning project associated with STEAM.	\$44,000 (4310, 4326, 4335)	\$44,000 (4310, 4326, 4335)
Priority 5: MSA Bell will provide career-readiness	Priority 5: MSA Bell provides college- and career-		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
opportunities in the area of STEAM through site field trip or internship. This will be provided for at least 25% of the student population.	readiness opportunities in the area of STEAM through site field trip or internship for the entire student population (100%).		
Priority 6: MSA Bell will seek an 80% rate for student overall experience on yearly conducted surveys. This will be accomplished by provided a safe and supportive environment that is conducive for learning through training in SEL.	Priority 6: MSA Bell received an 71% overall experience rating from students.	\$1,779 (5800)	\$1,779 (5800)
Priority 6: MSA Bell will seek an 85% rate for staff overall experience on yearly conducted surveys. This will be accomplished by provided a supportive and risk taking culture that strives for high student achievement. (includes tuition reimbursement)	Priority 6: MSA Bell received an 86% overall experience rating from staff.		
Priority 6: MSA Bell will seek to maintain a 90% rate for parent overall experience on yearly conducted surveys. This will be accomplished by providing resources and opportunities for parent input, such as workshops, parent college, parent conferences, etc.	Priority 6: MSA Bell received an 94% overall experience rating from families.		
Priority 6: MSA Bell will maintain a low suspension rate of no more than 3% and an expulsion rate of no more than 1%, by providing restorative justice practices and resources through partnerships for mental health services. (CSUN, ENKI, etc.)	Priority 6: In progress	\$8,200 (5800, Title 1)	\$7,500 (5800, Title 1)

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

MSA Bell promotes innovation amongst all students. This is achieved by ensuring the following:

1. 100% of students are engaged in blended learning through the platform. Students are able to develop 'soft skills' essential for college- and career-readiness.
2. 20% of current student population is enrolled in an 'advanced math course.'
3. Elements of the charter petition includes STEM activities, utilization of technology, inquiry based learning, socio-emotional development, family engagement support, etc.
4. Students are provided with all resources necessary to achieve academic success, this includes qualified teachers and support staff, curriculum, technological resources, nutrition, counseling, and other necessary resources that will help all students achieve academic excellence.
5. MSA Bell is evaluated on a yearly basis by all stakeholders to ensure that the needs of the learning community are being met.
6. MSA Bell is currently awaiting the following data for analysis of the school year: SBAC, Spring MAP, and EL reclassification results.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Measuring effectiveness of action plans was conducted in the following manner:

1. Summit Learning Platform provides student and teacher usage data to monitor usage and performance.
2. Staff and resources are monitored and evaluated yearly to measure effectiveness and adjust accordingly.

3. Data Analysis Tool is used at the completion of MAP and IAB assessments. The worksheet provides structural conversation to inform instruction in the classroom.
4. Public School Choice committee arranged to review and measure effectiveness of instructional practices: such as classroom safety, self-directed learning, board configuration, etc.
5. All of the school programs and resources were made accessible to all students. This includes services such as ELD developmental support and services as expected through IEPs for students with disabilities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All budgeted expenditures fall within the expected measures.

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.

MSA Bell will maintain the goals established and modify according.

1. Educational software and evaluation of effectiveness will continue for programs such as BrainPop, MyOn, STMath, and WonderMedia. Pilot program will be conducted with GradeSlam among selected students in 6th, 7th, 8th. GradeSlam is a comprehensive, unlimited learning solution providing 24/7 academic support, to all students.
2. An 'advance pathway' courses selection (Honors) will be programmed to provide opportunities for higher-level classes that proceed at a faster pace and cover more materials than regular mainstream courses.
3. Further opportunities to expose students to college- and career-ready opportunities for all students. This includes multiple career days during the school year, and allowing alumni to visit classrooms to discuss their college experiences.
4. Further opportunities to educate and provide awareness for families, students, and staff (stakeholders) on trending behaviors based on data (drugs, fights, etc.)

LCAP Year Reviewed: 2018–19

Goal 3

MSA Bell builds connections amongst all stakeholders in the community.

State and/or Local Priorities addressed by this goal:

Priority 1:

1. Maintain a safe school environment with facilities that are in good repair.

Priority 3:

1. Encourage a partnership with parents within the school setting (classroom, supervision, etc.)
2. Provide opportunities for parent involvement and seek parent input in school site decisions

Priority 5:

1. To increase student attendance
2. To avoid chronic absenteeism
3. To avoid middle school dropout
4. Provide opportunities for student participation and seek student input in school site decisions

Priority 6:

1. To increase the sense of safety and school connectedness

Annual Measurable Outcomes

Expected	Actual
Priority 1	Priority 1
MSA Bell will maintain at least 90% of items on the facility inspection checklist will be in compliance/good standing.	MSA Bell maintains at least 90% of items on the facility inspection checklist in compliance/good standing as measured by LAUSD.

Expected	Actual
Daily general cleaning by custodial will maintain campus cleanliness.	LAUSD audits cleanliness of campus on a yearly basis to ensure campus remains satisfactory.
Priority 3	Priority 3
Administration and teachers will conduct home visits for at least 20% of MSA Bell's students.	Home visit goal was adjusted to be maintained at a least 25% of student population. Final results is yet to be determined.
Parent workshops will be conducted monthly to support all learners, including subgroups.	Workshops are conducted monthly either through Coffee Chats, parental meetings, and family workshops through PEBSAF and CyberCop and other relevant school researched materials.
MSA Bell will hold at least 4 SSC meetings per year.	MSA Bell holds at least 6 SSC meetings per year.
MSA Bell will hold at least 4 English Learner Advisory Committee (ELAC) meetings per year.	MSA Bell holds at least 4 English Learner Advisory Committee (ELAC) meetings per year.
MSA Bell will hold at least 6 Parent Task Force (PTF) meetings per year.	MSA Bell holds at least 10 Parent Task Force (PTF) meetings per year.
MSA Bell will hold at least 5 parent activities/events per year.	MSA Bell holds at least 7 parent activities/events per year.
Teachers will update SIS records daily/weekly.	Upon regular reminders, teachers update SIS records daily/weekly.
MSA Bell will send at least 4 progress reports/cards to parents per year.	MSA Bell sends at least 4 progress reports/cards to parents per year.
Priority 5	Priority 5
MSA Bell will maintain an ADA rate of at least 97%.	MSA Bell maintains an ADA rate of at least 96.5%.
MSA Bell will maintain a chronic absenteeism rate of no more than 3.5%.	MSA Bell has maintained a chronic absenteeism rate of 3.9%
MSA Bell will maintain a middle school dropout rate of no more than 0%.	MSA Bell maintains a middle school dropout rate of no more than 1%.
MSA Bell will maintain an elected Student Council of at least 3% of the student population, including subgroups.	MSA Bell maintains an elected Student Council of at least 3% of the student population, including subgroups.
Priority 6	Priority 6
MSA Bell will conduct at least 2 trainings on Social Emotional Learning (SEL) to ensure a sense of safety and connectedness.	MSA Bell conducted at least 2 trainings on Social Emotional Learning (SEL) to ensure a sense of safety and connectedness.

Expected

Actual

MSA Bell will conduct monthly emergency drills to ensure safety of all stakeholders.

MSA Bell conducts monthly emergency drills to ensure safety of all stakeholders.

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Priority 1: MSA Bell in partnership with LAUSD facility management will ensure that the school is cleaned daily and facility is maintained in good standings at least 90% of the time.</p>	<p>Priority 1: MSA Bell in partnership with LAUSD inspects the facility to ensure facility is well maintained to acceptable standards.</p>	\$242,905 (5610)	\$390,000 (5610)
<p>Priority 3: MSA Bell will conduct a home visit to at least 20% of the families in order to develop and maintain a partnership with the home and community.</p>	<p>Priority 3: MSA Bell conducts home visits of at least 25% of the families in order to develop and maintain a partnership with the home and community. Final number will be determined soon.</p>	\$15,000 (1100, 3010 Title 1)	\$15,000 (1100, 3010 Title 1)
<p>Priority 3: MSA Bell will provide various resources for families in the form of workshops, Parent College and other family engagements.</p>	<p>Priority 3: MSA Bell provided various workshop opportunities for families throughout the year. This includes: parenting courses, college-readiness, social media, and other relevant topics.</p>	\$6,600 (1100, 3010 Title 1) (Saturday School) \$2,450 (1100, 3010 Title 1) (Parent College)	\$6,600 (1100, 3010 Title 1) \$2,450 (1100, 3010 Title 1)
<p>Priority 3: MSA Bell will conduct and host the following meetings to inform and encourage parent involvement and in the school community.</p>	<p>Priority 3: MSA Bell conducts and host family meetings to inform and encourage involvement and in the school community. All expected outcomes have been met.</p>	\$5,000 (4720)	\$300 (4720) – Back to School \$169 (4720) – Student/Teacher Conferences

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. MSA Bell will conduct at least 4 SSC meetings per year 2. MSA Bell will conduct at least 4 ELAC meetings per year 3. MSA Bell will conduct at least 6 PTF meetings per year 4. MSA Bell will conduct at least 5 parent activities/events per year 5. MSA Bell will conduct at least 4 progress reports/cards to parents per year 	<ol style="list-style-type: none"> 1. MSA Bell will conduct at least 6 SSC meetings per year 2. MSA Bell will conduct at least 4 ELAC meetings per year 3. MSA Bell will conduct at least 10 PTF meetings per year 4. MSA Bell will conduct at least 7 parent activities/events per year 5. MSA Bell will conduct at least 4 progress reports/cards to parents per year 		\$360 (4720) – Parent Conference \$90 (4720) - DVR
<p>Priority 3: MSA Bell will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Teachers will ensure grades are updated on a regular basis.</p>	<p>Priority 3: MSA Bell provides parents with access to course material, homework assignments, projects, and records of students' grades through Illuminate and the Summit Learning Platform. Teachers ensure grades are updated on a regular basis.</p>	\$6,161 (5800)	\$6,161 (5800)
<p>Priority 5: MSA Bell will be proactive to create a safe environment that welcomes students to school in order to maintain an ADA rate of at least 97%, and a chronic absenteeism rate of no more than 3.5%.</p>	<p>Priority 5: Actual numbers are still in progress, but ADA rate is trending 96.5% and chronic absenteeism TBD</p>		
<p>Priority 5: MSA Bell will provide a safe, nurturing and engaging learning environment that will provide all students with a college preparatory education in order to maintain a dropout rate of no more than 1%.</p>	<p>Priority 5: MSA Bell provides a safe, nurturing and engaging learning environment that maintains a dropout rate of no more than 1%.</p>	\$136,568 (5813 – ASES)	\$136,568 (5813 – ASES)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Priority 5: MSA Bell will maintain an elected Student Council of at least 3% of the student population, including subgroups. The elected body will meet with administration and other students to continually provide feedback to best meet the needs of all students.</p>	<p>Priority 5: MSA Bell has an elected Student Council of at least 3% of the student population, including subgroups.</p>		
<p>Priority 6: MSA Bell will research and conduct professional development (at least 2) for all staff corresponding with SEL to ensure a safe and connectedness school culture.</p>	<p>Priority 6: MSA Bell through the uses of resources (UCLA and CSUN and other relevant information) has provided training to staff on SEL to develop empathy and safe environment on campus.</p>		
<p>Priority 5: MSA Bell in partnership with the other schools on campus will conduct regular safety drills to ensure their safety. Drills and results will be recorded and data collected to analysis any areas of improvement.</p>	<p>Priority 5: Orchard Academies collectively conducts monthly safety drills.</p>		

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

MSA Bell builds connections amongst all stakeholders in the community. This is achieved by the following:

1. LAUSD performs yearly 'Williams' expectations to ensure the campus is maintained and safe to state and district standards.
2. MSA Bell staff performed Home Visits and analysis of the visits for 25% of the student's population. This is crucial for continually family engagement.
3. MSA Bell throughout the year has encouraged ongoing participation in committees such as PTF, ELAC, and SSC. As well as to conduct regular workshops for families.
4. MSA Bell continues to provide ongoing professional development in the area of SEL for staff to ensure staff is aware of instructional strategies that will support a safe environment conducive for learning. This is evident through the number of ongoing PDs and high ADA rate.
5. MSA Bell collaborates with collocated academies to prioritize safety. This is evident through the monthly safety drills that are completed together, monthly administration meetings between the academies, and through an active and visible administration and teaching staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Measuring effectiveness of action plans was conducted in the following manner:

1. Number of committee meetings and family workshops
2. Home Visit for 25% of the student population
3. Number of PDs conducted for staff throughout the year that focuses on SEL
4. Monthly safety drills and monthly administration meetings for the academies

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All budgeted expenditures fall within the expected measures.

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.

MSA Bell will maintain the goals established and modify according.

1. The leadership teams at Orchard Academies will create expectation matrix that are applicable across the campus.
2. Instructional practices that focus on sustaining promising practices of Tier 1 MTSS support (This includes schoolwide expectation matrix, grade level team classroom expectation matrix, practices of restorative circles, solidifying mentorships in advisory courses)
3. Develop a pilot program with selected number of students from each grade to utilize GradeSlam.
4. Develop curriculum and student tracking to identify 'Honor' pathway students.
5. Implement instructional practices and strategies as identified through the Performance Indicator Review (PIR)

Stakeholder Engagement

LCAP Year: 2019–20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote a positive learning experience for our students, MSA Bell has established a culture of partnership with families, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Public School Choice (PSC) review, Charter School Division (CSD) review, Coffee Chat meetings, Board of Directors meetings, Principal meetings, and staff meetings. Feedback from our committees and meetings provide valuable input for the new LCAP. In addition, the MSA Bell conducts surveys for families, students, and staff, and the school staff conducts home visits. These all serve as a way to inform, educate, and gather input and feedback from all critical stakeholders.

MSA Bell has an approved charter petition with measurable student outcomes and methods to assess student progress. WASC accreditation provides a reflective opportunity to gather stakeholder feedback and input with action plans for continuous school improvement. SPSA develops the learning community to identify and address the instructional needs of students through Title 1 funds. The collaborative process monitors performance data, student needs, identifies goals, implements appropriate interventions/preventions. The PSC process allows stakeholders the opportunity to review school data, understand elements of a high-quality school and review the school proposals and offer their feedback. The various opportunities provide stakeholder engagement to address the needs of the student. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

MSA Bell has held its periodical meetings this year to gather input from our stakeholders. These include 10 PTF meetings, 6 SSC meetings, 4 ELAC meetings, several parent activities/events including Coffee Chat meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. Majority of our stakeholders participated in this survey. The staff has completed 25% of its home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholders have reviewed input in order to adjust all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

1. Implement instructional practices and strategies as identified through the Performance Indicator Review (PIR), especially for our dually identified students (SWD & ELs)
2. Instructional practices that focus on sustaining promising practices of Tier 1 MTSS support (This includes schoolwide expectation matrix, grade level team classroom expectation matrix, practices of restorative circles, solidifying mentorships in advisory courses)
3. An 'advance pathway' courses selection (Honors) will be programmed to provide opportunities for higher-level classes that proceed at a faster pace and cover more materials than regular mainstream courses.
4. Professional Development sessions to support families with various aspects relating to the development of the 'whole child.'

Goals, Actions, & Services

Strategic Planning Details and Accountability

Modified Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

Priorities 1: Teachers will be appropriately assigned and fully credentialed as required by law and the charter.

Priorities 1: The school's facility inspection checklist will be in compliance/good standing.

Priorities 2: Students will have sufficient access to standards-aligned instructional materials.

Priorities 4: All students will meet or exceed their proficiency targets on the CASSPP, ELA/Literacy and Mathematics assessments.

Priorities 4: All students will show growth on the CASSPP, ELA/Literacy and Mathematics assessments, as identified by the CA Dashboard.

Priorities 4: All students will meet their growth targets on the reading section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.

Priorities 4: EL students will make annual progress in learning English as measured by ELPAC.

Priorities 4: EL students will be reclassified annually.

Priorities 8: Students will receive a grade of "C" or better in core subjects and electives.

Identified Need:

The following has been identified as needs in order to comply with state requirements and authorizing body, LAUSD.

1. Continue to recruit teachers that are highly qualified or provide school-level support for obtaining full preliminary credential status as expected per ESSA.
2. Utilize the Performance Indicator Review (PIR) process to plan targeted intervention of academic support using the Plan Do Study Act Cycle (PDSA) (Main Target SWD and ELs)
3. Provide Professional Development to families to best understand and support their child with our unique academic program.
4. Measure Self-Directed Learning (SDL) through the Summit Learning Platform: 65% 2018-19; 70% 2019-20; 75% 2020-21.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20												
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%												
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%												
Percentage of items on facility inspection checklists in compliance/good standing	85%	85%	90%	90%												
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): <table border="1"> <tr><td>All Students: 40%</td></tr> <tr><td>English Learners: 0%</td></tr> <tr><td>Socioeconomically</td></tr> </table>	All Students: 40%	English Learners: 0%	Socioeconomically	2017-18 (Expected): <table border="1"> <tr><td>All Students: 40%</td></tr> <tr><td>English Learners: 0%</td></tr> <tr><td>Socioeconomically</td></tr> </table>	All Students: 40%	English Learners: 0%	Socioeconomically	2018-19 (Expected): <table border="1"> <tr><td>All Students: 45%</td></tr> <tr><td>English Learners: 5%</td></tr> <tr><td>Socioeconomically</td></tr> </table>	All Students: 45%	English Learners: 5%	Socioeconomically	2019-20 (Expected): <table border="1"> <tr><td>All Students: 50%</td></tr> <tr><td>English Learners: 10%</td></tr> <tr><td>Socioeconomically</td></tr> </table>	All Students: 50%	English Learners: 10%	Socioeconomically
All Students: 40%																
English Learners: 0%																
Socioeconomically																
All Students: 40%																
English Learners: 0%																
Socioeconomically																
All Students: 45%																
English Learners: 5%																
Socioeconomically																
All Students: 50%																
English Learners: 10%																
Socioeconomically																

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Disadvantaged: 39% Students with Disabilities: 13% Hispanic: 41% White: 29%	Disadvantaged: 39% Students with Disabilities: 13% Hispanic: 41% White: 29%	Disadvantaged: 44% Students with Disabilities: 18% Hispanic: 46% White: 34%	Disadvantaged: 49% Students with Disabilities: 23% Hispanic: 51% White: 39%
Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 14.5 points below standard English Learners: 59 points below standard Socioeconomically Disadvantaged: 15 points below standard Students with Disabilities: 103.4 points below standard Hispanic: 14.1 points below standard White: 21 points below standard	2017-18 (Expected): All Students: 14.5 points below standard English Learners: 59 points below standard Socioeconomically Disadvantaged: 15 points below standard Students with Disabilities: 103.4 points below standard Hispanic: 14.1 points below standard White: 21 points below standard	2018-19 (Expected): All Students: 11.5 points below standard English Learners: 56 points below standard Socioeconomically Disadvantaged: 13 points below standard Students with Disabilities: 100.4 points below standard Hispanic: 11.1 points below standard White: 18 points below standard	2019-20 (Expected): All Students: 8.5 points below standard English Learners: 53 points below standard Socioeconomically Disadvantaged: 10 points below standard Students with Disabilities: 97.4 points below standard Hispanic: 8.1 points below standard White: 15 points below standard
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2016-17 (Baseline): All Students: 29% English Learners: 1% Socioeconomically Disadvantaged: 28% Students with Disabilities: 1% Hispanic: 30% White: 25%	2017-18 (Expected): All Students: 31% English Learners: 3% Socioeconomically Disadvantaged: 30% Students with Disabilities: 3% Hispanic: 32% White: 27%	2018-19 (Expected): All Students: 33% English Learners: 5% Socioeconomically Disadvantaged: 32% Students with Disabilities: 5% Hispanic: 34% White: 29%	2019-20 (Expected): All Students: 35% English Learners: 7% Socioeconomically Disadvantaged: 34% Students with Disabilities: 7% Hispanic: 36% White: 31%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 22%	All Students: 22%	All Students: 27%	All Students: 32%
	English Learners: 0%	English Learners: 0%	English Learners: 5%	English Learners: 10%
	Socioeconomically Disadvantaged: 21%	Socioeconomically Disadvantaged: 21%	Socioeconomically Disadvantaged: 26%	Socioeconomically Disadvantaged: 31%
	Students with Disabilities: 6%	Students with Disabilities: 6%	Students with Disabilities: 11%	Students with Disabilities: 16%
Hispanic: 21%	Hispanic: 21%	Hispanic: 25%	Hispanic: 30%	
White: 32%	White: 32%	White: 37%	White: 42%	
Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 70.7points below standard	All Students: 70.7points below standard	All Students: 67.7points below standard	All Students: 64.7points below standard
	English Learners: 112.7 points below standard	English Learners: 112.7 points below standard	English Learners: 109.7 points below standard	English Learners: 106.7 points below standard
	Socioeconomically Disadvantaged: 70.3 points below standard	Socioeconomically Disadvantaged: 70.3 points below standard	Socioeconomically Disadvantaged: 67.3 points below standard	Socioeconomically Disadvantaged: 64.3 points below standard
	Students with Disabilities: 145.7 points below standard	Students with Disabilities: 145.7 points below standard	Students with Disabilities: 142.7 points below standard	Students with Disabilities: 139.7 points below standard
	Hispanic: 70.7 points below standard	Hispanic: 70.7 points below standard	Hispanic: 67.7 points below standard	Hispanic: 64.7 points below standard
	White: 63.6 points below standard	White: 63.6 points below standard	White: 60.6 points below standard	White: 57.6 points below standard
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 17%	All Students: 19%	All Students: 21%	All Students: 23%
	English Learners: 1%	English Learners: 3%	English Learners: 5%	English Learners: 7%
	Socioeconomically Disadvantaged: 17%	Socioeconomically Disadvantaged: 19%	Socioeconomically Disadvantaged: 21%	Socioeconomically Disadvantaged: 23%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Students with Disabilities: 1%	Students with Disabilities: 3%	Students with Disabilities: 5%	Students with Disabilities: 7%
	Hispanic: 17%	Hispanic: 19%	Hispanic: 21%	Hispanic: 23%
	White: 26%	White: 28%	White: 30%	White: 32%
Percentage of EL students making annual progress in learning English as measured by the ELPAC	100%	100%	100%	100%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	44%	44%	>25%	>25%
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	57%	58%	59%	60%

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

All Students

MSA Bell, All Schools

Actions/Services

2017-18

2018-19

2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Base Program

- A. Appropriately credentialed and assigned certificated staff and classified staff providing instruction and support to all students, including ELs.
- B. Provide standards aligned materials to all students.
- C. Professional development in CCSS, especially in the adoption of the NGSS, Math, and History standards.
- D. Professional Development in the development of teacher's trade as a professional.
- E. Professional development in Universal Design for Learning (UDL), a framework to improve and optimize teaching and learning for all students, including ELs.
- F. Professional development in Multi-Tier System of Supports (MTSS), a framework that provides targeted support to struggling students in various areas such as academic growth

Base Program

- A. A, B, C, D, E, F – Continue, with the possibility of purchasing new textbooks for the new standards in Science and History.
- B. H – meeting with Orchard Academies Plant Manager to ensure facility is well maintained and adjustments made accordingly.

Base Program

- A. Appropriately credentialed and assigned certificated staff and classified staff providing instruction and support to all students, including ELs.
- B. Provide CCSS aligned materials and instruction to all students.
- C. Provide targeted teacher professional development to increase CCSS rigor and alignment.
- D. Develop a framework for MTSS implementation, with a main focus on Tier 1 academic and behavior support

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

and achievement, behavior, social and emotional needs (RTI and PBIS). G. Work with Los Angeles Unified School District to hire an additional Building & Ground Maintenance worker.		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A \$2,832,466 B \$50,000 C, D, E, F \$93,800 G \$235,830	\$2,769,198	\$2,965,364 (1000s and 3000s) \$52,779 (5000s) \$350,000 (5000s)
Source	LCFF Base Title 1	LCFF Base Title 1	LCFF Base Title 1
Budget Reference	1000, 2000, 3000, 4000, 5000	1000, 1300, 3000, 4100, 5863, 5835, 4340	1000, 1300, 3000, 4100, 5863, 5835, 4340

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
All Students, English Learners, Foster Youth, Low Income	LEA - wide	MSA Bell – all schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Supplemental</p> <ul style="list-style-type: none"> A. Acquire and implement ELD curriculum, this includes professional training for new teachers on Study Sync. B. Professional development in Multi-Tier System of Supports (MTSS), a framework that provides targeted support to struggling students in various areas such as academic growth and achievement, behavior, social and emotional needs (RTI and PBIS). C. After hour interventions to support learning, this includes after-school tutoring and Saturday for Success School. D. ELA and Math Supplemental Support through MyOn, Fast ForWord (ELA) and ST Math (math) E. Accelerated Reader, provides internal assessment to measure student growth 	<p>Supplemental</p> <ul style="list-style-type: none"> A, B, C, D, E – Continue, pricing updated 	<p>Supplemental</p> <ul style="list-style-type: none"> A. After-Hour Intervention is made available to all students: Office Hours, ASES Academic Support, and Saturday School B. Cloud Based Programs to Support and Enrichment academics for Math and ELA: MyOn, ST Math, GradeSlam C. Systematic improvements in the delivery of Tier 1 PBIS supports. Includes: Restructure of Advisory, Addition of Learning Zone for targeted intervention, Development of Schoolwide and Classroom Expectation Matrix

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount	A. Already incorporated through Goal 1 B. Already incorporated through Goal 1 C. \$15,000 (Title 1) D. MyOn (14000) + ST Math (15370) + Fast ForWord (10500) = \$25,870 (Title 1) E. \$6,200 (AR) (Title 1)	A. Same as above B. Same as above C. \$16,000 (Title 1) D. 14,000 + 6,435 + 31,675 = \$52,110 (Title 1) E. \$6,200 (Title 1)	\$137,673 (Title 1)
Source	LCFF Base Title 1 (C, D, E)	LCFF Base Title 1	LCFF Base Title 1
Budget Reference	1000, 2000, 3000, 4000, 5000 Title 1	1000, 1300, 3000, 4100, 5863, 5835, 4340	1000, 1300, 3000, 4100, 5863, 5835, 4340

Goals, Actions, & Services

Strategic Planning Details and Accountability

Modified Goal

Goal 2

INNOVATION. All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

Priority 7: MSA Bell will provide programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

Priority 7: Students enrolled at MSA Bell grades 6th-8th will be taking "Advanced Math" courses or club.

Priority 7: Our graduates will receive a blended learning educational experience that engages and drivers the individual learning experience.

Priority 7: Students will create or demonstrate a STEAM focused project, experiment, model, or demo.

Identified Need:

Priority 7

1. Meeting the required services as outlined in the petition and approved by the authorizer, LAUSD.
2. Students are provided with resources to assist in academic progress.
3. Students develop skills that will enhance their learning experience to develop skills necessary to undertake challenges of the future.
4. Students experience the industry of STEAM through project based learning.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters.	100%	100%	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters.	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who	20%	19%	>20%	>20%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
take the Accelerated and/or Advanced Math class and/or Advanced Math club.				
Percentage of our graduates will receive a blended learning educational experience in their program of study.	100%	100%	100%	100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo.	80%	80%	>80%	>80%

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
All Students	MSA Bell, All Schools

Actions/Services	2017-18	2018-19	2019-20
	Modified	Modified	Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

<p>Base Program</p> <p>A. Provide the educational and academic opportunities the focus on STEAM, through equipment from STEAM training and other resources.</p> <p>B. Provide resources to access a safe and rich blended learning curriculum. This includes equipment necessary for accessing the Internet and monitoring.</p> <p>C. Provide Chromebooks to students entering the 6th grade in order to access content at home.</p>

2018-19 Actions/Services

<p>Base Program</p> <p>A, B, C – Continue</p> <p>B and C are subject to value in the market</p>

2019-20 Actions/Services

<p>A. Provide an educational program that allows students to enhance their learning experience through STEAM.</p> <p>B. Provide resources to access a safe and rich blended learning curriculum. This includes equipment necessary for accessing the Internet and monitoring.</p> <p>C. Provide access to technology that extends beyond the school walls. (Ex. Chromebooks for 6th grade)</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<p>A. 5,000 (STEAM Train) + 10,000 (Wonder Media) = \$15,000</p> <p>B. 3,000 (JAMF) + 26,500 (Firewall) + 55,000 (Internet) = \$84,500</p> <p>C. \$60,000</p>	\$175,279.00	\$52,279 (4000s & 5000s)
Source	LCFF Base	LCFF Base Title 1 CZI Grant	LCFF Base Title 1 CZI Grant
Budget Reference	4000, 5000	4710, 4310, 4326, 4335, 5800	4710, 4310, 4326, 4335, 5800

Commented [JH1]: @brock...How do I calculate future spending?

Commented [JH2]:

Planned Actions / Services

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
All Students, English Learners, Foster Youth, Low Income	LEA - wide	MSA Bell – all schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Supplemental Services</p> <ul style="list-style-type: none"> A. Provide counseling services to work with English Language Learners, homeless, foster youth students and parents on both social/emotional needs to build the path for college and career readiness. B. Provide training and regular updates to all staff in trauma informed practices. C. Provide essentials nourishment for all students to successful function in the learning environment by providing breakfast and lunch, through LA Café (LAUSD) services. 	<p>Supplemental Services</p> <p>A, B, C – Continue</p>	<p>Supplemental Services</p> <p>A, B, C – Continue</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. \$10,000 (CSUN, ENKI) (Title 1) B. Listed under Goal 1 C. \$211,000	\$400,000.00	\$149,951 (4000s & 5000s)
Source	Title 1 LCFF Base	Title 1 LCFF Base	Title 1 LCFF Base
Budget Reference	4000, 5000	5610, 4720, 3010	5610, 4720, 3010

Commented [JH3]: @Brock....I will need guidance on this section.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Modified Goal

Goal 3

CONNECTION. All students, families, staff, and other stakeholders will feel a sense of community and connection.

State and/or Local Priorities addressed by this goal:

- Priority 3: MSA Bell will hold quarterly School Site Council (SSC) meetings.
- Priority 3: MSA Bell will hold quarterly English Learner Advisory Committee (ELAC) meetings.
- Priority 3: MSA Bell will hold a minimum of 5 parent activities/events per year.

Priority 3: MSA Bell teachers will update SIS records daily/weekly.

Priority 3: MSA Bell will send a minimum of 4 progress reports to families.

Priority 3: MSA Bell students will be home-visited by school staff.

Priority 5: MSA Bell will maintain a high Average Daily Attendance (ADA).

Priority 5: MSA Bell will maintain a low chronic absenteeism rate.

Priority 5: MSA Bell will maintain a low middle school drop-out rate.

Priority 6: MSA Bell will maintain a low student suspension rate.

Priority 6: MSA Bell will maintain a low student expulsion rate.

Priority 6: MSA Bell will maintain high participation rates in the school experience surveys of students, families, and staff.

Priority 6: MSA Bell will maintain high approval rates in the school experience surveys of students, families, and staff.

Identified Need:

Priority 3:

1. It is essential to provide families with avenues to participate in the decision making for the learning community.
2. It is essential to provide families with opportunities to participate in their child's education. This is provided through meetings and family workshops.

Priority 5:

1. The state elements are essential to the success of every child, in order to ensure college and career readiness. Elements include regular school participation and attendance.

Priority 6:

1. It is essential to provide an environment that is safe for all children. This makes it conducive for a positive learning environment and will be measured through stakeholder surveys and decrease of student suspension and expulsion.
2. It is essential to create an environment that students feel connected with the learning community.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	6	6	>4
Number of ELAC meetings per year	4	4	4	>4
Number of PTF meetings per year	5	12	10	>5
Number of activities/events for parent involvement per year	5	15	7	>5
Frequency of SIS record update	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to families per year.	4	4	4	4
Percentage of students who have been –visited by the staff per year	20%	20%	25%	>25%
ADA Rate	97%	98%	96%	>96%
Chronic	4.4%	4%	4%	<4%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Absenteeism Rate				
Middle School Dropout Rate	0%	0%	0%	<1%
Student Suspension Rate	.1%	1%	1%	<1%
Student expulsion rate	0%	0%	0%	<1%
School experience survey participation rates	Students: 94%	Students: 100%	Students: 100%	Students: >90%
	Families: 100%	Families: 100%	Families: 93%	Families: >90%
	Staff: 100%	Staff: 100%	Staff: 100%	Staff: >90%
School experience survey average approval rates	Students: 83%	Students: 80%	Students: 71%	Students: >80%
	Families: 96%	Families: 90%	Families: 94%	Families: >90%
	Staff: 89%	Staff: 97%	Staff: 86%	Staff: >85%

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

All Students

Location(s):

MSA Bell, All Schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Base Program</p> <p>A. Provide various means to communicate strengths and concerns to the school leadership through Safe Schools Alert.</p> <p>B. Implement and train all staff members for the usage and transition new systems, such as Illuminate and Parent Square.</p>	<p>Base Program</p> <p>A, B – Continue</p>	<p>A. PBIS – develop strategy to encourage good behavior</p> <p>B. Continue to develop various methods of communication with all stakeholders</p> <p>C. Transition to installation of cloud services used on our campus (Illuminate, Parent Square, Summit Learning Platform)</p> <p>D. Restructure after-school program, Magnolia Scholar’s Club, to better align with CASEL framework.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. \$1,500.40 B. \$8,000	\$145,179.00	\$147,737 (ASES and LCFF Base)
Source	LCFF Base	LCFF Base Title 1 ASES	LCFF Base ASES
Budget Reference	5000	1100, 3010, 5800, 4720, 5813	1100, 3010, 5800, 4720, 5813

Commented [JH4]: @Brock...Need support with this column

Planned Actions / Services

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
All Students, English Learners, Foster Youth, Low Income	LEA - wide	MSA Bell – all schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Supplemental Services</p> <ul style="list-style-type: none"> A. In order to engage families and connected with all the academic aspects of our school, staff will conduct home visits. B. Family workshops will be created to support various aspects of adolescent and career/college readiness. C. Provide snacks and beverages for various family engagement educational meetings. 	<p>Supplemental Services</p> <p>A, B, C – Continue</p>	<p>Supplemental Services</p> <p>A, B, C – Continue</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. \$10,000 (Title 1) B. \$18,000 (Parent College and Workshops) (Title 1) C. \$5,000 (Title 1)	\$30,000	\$30,000 (LCFF Supplemental & Title 1)
Source	Title 1	LCFF Supplemental Title 1	LCFF Supplemental Title 1
Budget Reference	1000, 2000, 3000, 4000, 5000	1100, 3010, 4720	1100, 3010, 4720

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,235,184

32.70%

Commented [JH5]: @brock...I think this has to be adjusted

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).

1. Through the PIR process, several changes were identified that can support our ELs. Such as the creation of expectation matrices, creation of a learning zone to support targeted intervention, restructure of teacher assignment for Homeroom, etc.
2. Progress to the installation of ELD instructional strategies through professional development by identifying instructional practices through external and internal data, provide 'push-in' support through the ELD Coordinator, and continually revisit the EL Master Plan.
3. Continue to expand opportunities for the professional development of our families by providing workshops and opportunities to engage in the school decision making the process.
4. Restructure Tier 1 academic and behavior supports to be more aligned with research from MTSS training. This will include the creation of behavior matrix, encouragement of expected behavior on campus, training of circles to build student skills for problem-solving, and trauma-informed instruction to develops social capital with all students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,194,514

33.10%

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).

1. MSA Bell will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA Bell will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
2. MSA Bell teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA Bell will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction/intervention. MSA Bell will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA Bell will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
3. All teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25-minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
4. During the day, MSA Bell will provide additional supports and interventions to all students, including ELs, during after school hours. MSA Bell strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

5. MSA Bell will provide ongoing Family Training for all our families, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our families. MSA Bell will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
6. Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
7. Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, MSA Bell uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level (trauma informed instruction).
8. MSA Bell staff will implement MTSS practices, this includes restorative practices and PBIS, to build positive communities and increase school connectedness. MSA Bell will provide academic supports and remediation, Life Skills courses, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. MSA Bell will ensure that staff participate in PD on MTSS practices. Staff is dedicated and training provided to monitor student behavior and social-emotional progress.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,091,981

31.16%

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).

1. MSA Bell will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA Bell will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
2. MSA Bell teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA Bell will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction/intervention. MSA Bell will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA Bell will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
3. All teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25-minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
4. During the day, MSA Bell will provide additional supports and interventions to all students, including ELs, during after school hours. MSA Bell strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

5. MSA Bell will provide ongoing Family Training for all our families, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our families. MSA Bell will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
6. Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
7. Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, MSA Bell uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level (trauma informed instruction).
8. MSA Bell staff will implement MTSS practices, this includes restorative practices and PBIS, to build positive communities and increase school connectedness. MSA Bell will provide academic supports and remediation, Life Skills courses, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. MSA Bell will ensure that staff participate in PD on MTSS practices. Staff is dedicated and training provided to monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001.; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parent Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-San Diego	Gokhan Serce, Principal	gserce@magnoliapublicschools.org (619) 644 1300

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA- San Diego serves around 400 students in grades 6–8, with classes that average 30 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. Magnolia’s mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others. MSA-San Diego provides a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, afterschool clubs, character education classes, field trips, community meetings, and much more. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-San Diego is supplemented by tutoring, after-school programs, and school-to-university links. Starting 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom. Since the 2013-14 School year MSA-San Diego Robotics, Future City (Engineering) and Archery teams and School Band won first place at multiple state and local competitions. MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to the students.

LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents’ appreciation of being involved in the decision-making process and the need for continuous parent trainings via activities such as Coffee w/ Principal, PTF and LCAP meetings

- Although our overall proficiency went down in Math and ELA our school still had high scores in Navajo Community and high scores compared to all charters in city of San Diego. There is a need to continue our improvements in designated/integrated English Learner services
- We improve the sense of safety of stakeholders through facility improvements such as installing blinds and re-keying the doors, through parent and student safety awareness/roundtable meetings and in addition to yearly safety training providing an in person active shooter training for all staff through SDCOE
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing positive behavior intervention support services to our students through well-established Restorative Practices system.
- Continue using teacher evaluation system 'TeachBoost'
- Reduce chronic absenteeism to under 5%

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

- We are implementing Restorative Practices to improve school culture and provided many professional developments for our staff and teacher leaders.
- Trained all admin team and teacher leaders in MTSS through MTSS grant.
- MSA-San Diego's overall performance in State testing based on California School Dashboard is all green, and based on new results we are expecting to see a change to a blue.
- MSA-San Diego showed significant growth in state test in both Math and English for English Learners
- Our school outperformed most of the charter middle schools in city of San Diego and many of the middle schools in Navajo community.
- MSA-San Diego established partnership with the local community college to host Future City competition and community events like San Diego STEAM Expo.
- MSA-San Diego provided opportunities for students to showcase their achievements in STEAM fields. Some of the opportunities are:
 - 1-Seaperch underwater robotics team made it to international Finals
 - 2-Our FLL Robotics team won the 2nd place in LEGOLAND at SoCal competition.
 - 3-Our Archery team won San Diego 2nd place, State 4th place and National 5th place at the Olympic Archery in Middle Schools competitions throughout the year.
 - 4-MSA-San Diego cohosted 6th annual San Diego STEAM Expo with Grossmont College
 - 5- Participated San Diego Festival of Science and Engineering with over 80 students. Over 7,000 visitors visited Magnolia booths.
- The level of parent participation for school events increased significantly.
- MSA-San Diego PTF established their bylaws and had their second election with the new bylaws.
- The home visit numbers and MSA-San Diego exceeded its target.
- New site construction finished and we installed artificial turf to our field.

- MSA-San Diego hosted, organized or participated in over 40 school and community events throughout the school year.

Referring to the California School Dashboard, 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

- Increase academic achievement in the area of math and ELA for all student groups in CAASPP.
- Recruiting and retaining highly qualified teachers
- Continual refinement of intervention programs to assist in closing the achievement gap for all student groups.
- Empowering students to be school wide student leaders in the establishment of school culture with a new school culture model.

Referring to the California School Dashboard, 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

- Both in math and ELA, the following student groups have the highest needs: Students with Disabilities , Socioeconomically Disadvantaged students, Hispanic, and English Learners. MSA-San Diego will continue to provide additional support for the high need student groups

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%

Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%

Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%

Percentage of students who have sufficient access to standards-aligned instructional materials: 100%

Percentage of items on facility inspection checklists in compliance/good standing: 90%

Percentage of items on facility inspection checklists in compliance/good standing: 90%

Percentage of state standards implementation for all students: 100%

Percentage of state standards implementation for all students: 100%

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8):

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2018-19.

2018-19 Expected:

Expected

All Students:	2 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	2 percentage points up from the prior year

Actual

2017-18 (Baseline):

All Students:	61%
English Learners:	6%
Socioeconomically Disadvantaged:	41%
Students with Disabilities:	22%
Hispanic:	47%
White:	68%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	2 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-

2018-19 SBAC data is not available at this time. The following

Expected

ELA/Literacy assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	2 points up from the prior year
English Learners:	2 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	2 points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):

Actual

tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	22.4 points above standard
English Learners:	12.7 points below standard
Socioeconomically Disadvantaged:	10.7 points below standard
Students with Disabilities:	52.8 points below standard
Hispanic:	0.7 points below standard
White:	32.5 points above standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the

Expected

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Actual

CAASPP-Mathematics assessments and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	52%
English Learners:	11%
Socioeconomically Disadvantaged:	30%
Students with Disabilities:	27%
Hispanic:	43%
White:	58%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Expected

Actual

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White:	2 percentage points up from the prior year
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Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	2 points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	8.5 points above standard
English Learners:	24.6 points below standard
Socioeconomically Disadvantaged:	35.7 points below standard
Students with Disabilities:	61 points below standard
Hispanic:	17.9 points below standard
White:	20.2 points above standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

Expected

Actual

	White:	2 points up from the prior year								
<p>Percentage of EL students making annual progress in learning English as measured by the ELPAC: 2 percentage points up from the prior year</p>	<p>2018-19 ELPI data is not available at this time. The following table shows 2017-18 ELPAC performance data of our ELs.</p> <p>2017-18 (Baseline):</p> <table border="1"> <tr> <td data-bbox="1083 513 1545 565">Level 4 - Well Developed</td> <td data-bbox="1545 513 2001 565">42.1%</td> </tr> <tr> <td data-bbox="1083 565 1545 656">Level 3 - Moderately Developed</td> <td data-bbox="1545 565 2001 656">26.3%</td> </tr> <tr> <td data-bbox="1083 656 1545 747">Level 2 - Somewhat Developed</td> <td data-bbox="1545 656 2001 747">21.1%</td> </tr> <tr> <td data-bbox="1083 747 1545 799">Level 1 – Beginning Stage</td> <td data-bbox="1545 747 2001 799">10.5%</td> </tr> </table>		Level 4 - Well Developed	42.1%	Level 3 - Moderately Developed	26.3%	Level 2 - Somewhat Developed	21.1%	Level 1 – Beginning Stage	10.5%
Level 4 - Well Developed	42.1%									
Level 3 - Moderately Developed	26.3%									
Level 2 - Somewhat Developed	21.1%									
Level 1 – Beginning Stage	10.5%									
<p>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually:5 percentage points up from the prior year</p>	<table border="1"> <tr> <td data-bbox="1083 870 1545 922">2017-18 (Baseline)</td> <td data-bbox="1545 870 2001 922">26%</td> </tr> <tr> <td data-bbox="1083 922 1545 1013">2018-19 (Projected)</td> <td data-bbox="1545 922 2001 1013">5 percentage points up from the prior year</td> </tr> </table>		2017-18 (Baseline)	26%	2018-19 (Projected)	5 percentage points up from the prior year				
2017-18 (Baseline)	26%									
2018-19 (Projected)	5 percentage points up from the prior year									
<p>Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 91%</p>	<table border="1"> <tr> <td data-bbox="1083 1078 1545 1130">2017-18 (Baseline)</td> <td data-bbox="1545 1078 2001 1130">90%</td> </tr> <tr> <td data-bbox="1083 1130 1545 1219">2018-19 (End of second semester Projected)</td> <td data-bbox="1545 1130 2001 1219">1 percentage points up from the prior year</td> </tr> </table>		2017-18 (Baseline)	90%	2018-19 (End of second semester Projected)	1 percentage points up from the prior year				
2017-18 (Baseline)	90%									
2018-19 (End of second semester Projected)	1 percentage points up from the prior 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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.</p>	<p>All teacher credentials have been reviewed. We have supported four of our teachers for their credentialing needs. We are compliant with teacher assignments.</p>	<p>\$6,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base) : \$4,500 BTSA Mentor Stipend (1000)(Base);</p>	<p>\$8,000 BTSA expenses (5000)(Base); \$4,500 BTSA Mentor Stipend (1000)(Base);</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.</p>	<p>We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.</p>	<p>"\$11,000 Books (4100-4200); \$74,000 Supplies, materials (4300), \$35,000 Equipment (4400)"</p>	<p>"\$11,000 Books (4100-4200); \$74,000 Supplies, materials (4300), \$35,000 Equipment (4400)"</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p>	<p>We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.</p>	<p>\$56,650.00 5500 Operations and House Keeping, \$30,000.00 5615 Maintenance,</p>	<p>\$56,650.00 5500 Operations and House Keeping, \$30,000.00 5615 Maintenance,</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

\$56,000,00 2900, 3000
Custodian salary & benefits

\$56,000,00 2900, 3000
Custodian salary &
benefits

Action 4

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)

\$28,000 Professional
Development (5800);
\$2,000 TeachBoost
fees (5000)

\$28,000 Professional
Development (5800);
\$2,000 TeachBoost fees
(5000)

Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.

\$40,000 EL Support
staff salary
(1000)(S&C); \$12,000
Benefits (3000)(S&C);
2,000 EL supplemental
materials (4000)(Title
I)

\$40,000 EL support staff
salary (1000)(S&C);
\$12,000 Benefits
(3000)(S&C); 2,000 EL
supplemental materials
(4000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.</p>	<p>Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.</p>	<p>\$4,000 Professional Development on ELD strategies (5000)(S&C)</p>	<p>\$4,000 Professional Development on ELD strategies (5000)(S&C)</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p>	<p>During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.</p>	<p>\$33,000 Intervention teacher salaries (1000)(Title I);\$10,000 benefits</p>	<p>\$33,000 Intervention teacher salaries (1000)(Title I);\$10,000 benefits</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$20,000 After school tutoring (1000)	\$20,000 After school tutoring (1000)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	\$87,000 deans of academics salary (1000)(Base); \$30,000Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)	\$87,000 deans of academics salary (1000)(Base); \$30,000Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Although students' SBAC math and ELA proficiency rates decreased, the decrease is mostly due to student body change as a result of facility change announcement. When the cohort data is analyzed most of the returning student showed growth. As a result of that LCAP committee decided not to modify the goals. Our staff participated in variety of CCSS PDs. Our staff continued to meet weekly to discuss student data and they seek ways to support our students in classroom and afterschool. SBAC, CELDT/ELPAC and MAP data are used to identify struggling students and them students are provided intervention services. Targeted interventions include small group instruction and after school tutoring. This year our Math and English teachers continued to administer Interim Assessment Blocks (IABs) to measure skill mastery. They used this data to support students after school. Based on IAB results our students show significant growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

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.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%

Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 20%

Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 24%

Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 100%

Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 100%

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.</p>	<p>We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online elective courses offered this year include: Spanish, Mandarin, Robotics and Engineering, Band, Graphic Design and Art, , etc.</p>	<p>\$1,700,000 Teacher salaries (1000)(Base); \$620,000 Benefits (3000)(Base); ; \$50,000 Field trip expenses (5000)(Donations)</p>	<p>\$1,700,000 Teacher salaries (1000)(Base); \$620,000 Benefits (3000)(Base); ; \$50,000 Field trip expenses (5000)(Donations)</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.</p>	<p>We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.</p>	<p>\$188,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); \$53,000 Benefits (3000)(Base)</p>	<p>\$188,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); \$53,000 Benefits (3000)(Base)</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will offer Accelerated and/or</p>	<p>We offer Accelerated and Advanced Math</p>	<p>\$52,000</p>	<p>\$52,000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Advanced Math class and/or Advanced Math club to students in grades 6-8.	classes and Advanced Math club to students in grades 6-8.	Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 70 Chromebooks. Our teachers have participated in PD on Blended Learning.	\$73,000 1 IT staff salary (2000)(Base); \$20,000 Benefits (3000)(Base); \$30,000 Computers; \$25,000 Technology expenses	\$73,000 1 IT staff salary (2000)(Base); \$20,000 Benefits (3000)(Base); \$30,000 Computers; \$25,000 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo, San Diego STEAM EXPO, San Diego Festival of Science and Engineering at PETCO Park and county-	\$6,000 Science materials (4000)(Base), \$4,500 Academic competitions, steam expo expenses (5000) Base	\$6,000 Science materials (4000)(Base), \$4,500 Academic competitions, steam expo expenses (5000) Base

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

wide activities as well.

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide blended learning in all core classes; we offer Accelerated and honors Math and Robotics and Engineering, Graphic Design and Art classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo at variety of events throughout the year which take place at school, in the county or state level. Some examples are: Magnolia-wide STEAM expo, San Diego STEAM EXPO, San Diego Festival of Science and Engineering at PETCO Park, Holiday STEAM Expo, San Diego makers fair, LEGOLAND statewide robotics competitions, SeaPerch Competition and Futurecity state wide competitions, etc.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. In addition to providing state of the art STEAM education our school provides different opportunities for students to showcase and compete in STEAM areas. Here are some of the STEAM events that our students participated: California STEM Symposium, San Diego Makers Faire, Mini Makers fairs at Barnes and Noble multiple times during the year, San Diego Festival of Science and Engineering for 5th consecutive year and MPS STEAM Expo. Also we hosted the 5th San Diego STEAM Expo in partnership with Grossmont College. Robotics, engineering, archery and band are our signature programs. Our students won the 2nd place at FLL competitions in Southern California.

At the engineering competition, SeaPerch, our students won the regional championship and participated at international finals. Finally our Archery team won San Diego 2nd Place, State 4th place and National 5th place.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

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.

We will maintain our goal and expected measurable outcomes, actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Number of SSC meetings per year: 4	Current: 3	By the end of 2018-19 (Planned): 4
Number of PTF meetings per year: 4	Current: 4	By the end of 2019-19 (Planned): 4
Number of activities/events for parent involvement per year: 5	Current: 8	By the end of 2018-19 (Planned): 8
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.	
Number of progress reports sent to parents per year: 4	4	
Percentage of students who have been home-visited by the teachers per year: 15%	2017-18 (Baseline)	16%
	2018-19 (Current)	17%
	2018-19 (End of year Planned)	17%
ADA rate: 97%	2017-18 (Baseline)	95.63%
	2018-19 (Current)	95.85%
	2018-19 (End of year)	95.85%

Expected

Actual

Expected	Planned													
Chronic absenteeism rate: 7%	2017-18 (Baseline)	9.8%												
	2018-19 (Current)	7%												
	2018-19 (End of year Planned)	8%												
Middle school dropout rate: 0%	2017-18 (Baseline)	0%												
	2018-19 (Current)	0%												
	2018-19 (End of year Planned)	0%												
Student suspension rate: 1%	2017-18 (Baseline)	2.6%												
	2018-19 (Current)	2%												
	2018-19 (End of year Planned)	2.5%												
Student expulsion rate: 0%	2017-18 (Baseline)	0%												
	2018-19 (Current)	0%												
	2018-19 (End of year Planned)	0%												
<p>School experience survey participation rates will be:</p> <table border="1" data-bbox="86 1235 1003 1390"> <tr> <td data-bbox="86 1235 541 1292">Students:</td> <td data-bbox="541 1235 1003 1292">85%</td> </tr> <tr> <td data-bbox="86 1292 541 1349">Families:</td> <td data-bbox="541 1292 1003 1349">55%</td> </tr> <tr> <td data-bbox="86 1349 541 1390">Staff:</td> <td data-bbox="541 1349 1003 1390">85%</td> </tr> </table>	Students:	85%	Families:	55%	Staff:	85%	<p>School experience survey participation rates are:</p> <table border="1" data-bbox="1079 1235 1997 1390"> <tr> <td data-bbox="1079 1235 1539 1292">Students:</td> <td data-bbox="1539 1235 1997 1292">89.2%</td> </tr> <tr> <td data-bbox="1079 1292 1539 1349">Families:</td> <td data-bbox="1539 1292 1997 1349">55.4%</td> </tr> <tr> <td data-bbox="1079 1349 1539 1390">Staff:</td> <td data-bbox="1539 1349 1997 1390">88.2%</td> </tr> </table>		Students:	89.2%	Families:	55.4%	Staff:	88.2%
Students:	85%													
Families:	55%													
Staff:	85%													
Students:	89.2%													
Families:	55.4%													
Staff:	88.2%													

Expected

Actual

School experience survey average approval rates will be:

Students:	70%
Families:	95%
Staff:	85%

School experience survey average approval rates are:

Students:	53%
Families:	95%
Staff:	85%

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, and PTF meetings.	We hold 3 SSC, and 4 PTF meetings to seek parent input in making decisions for the school.	\$1,000 Parent meeting expenses (4000)(S&C)	\$1,000 Parent meeting expenses (4000)(S&C)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, facility transition meetings, safety round table meetings and parent conferences.	\$2,000 Parent activities/events expenses (4000)(Base)	\$2,000 Parent activities/events expenses (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.</p>	<p>We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.</p>	<p>\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]</p>	<p>\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p>	<p>Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.</p>	<p>\$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]</p>	<p>\$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p>	<p>We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.</p>	<p>\$76,000 Dean of Culture salary (1000)(S&C); \$22,000 Benefits (3000)(S&C);</p>	<p>\$76,000 Dean of Culture salary (1000)(S&C); \$22,000 Benefits (3000)(S&C);</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	<p>We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	<p>\$85,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$18,000 Benefits (3000)(Base); \$1,500 School Messenger notification program</p>	<p>\$85,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$18,000 Benefits (3000)(Base); \$1,500 School Messenger notification program</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p>	<p>We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.</p>	<p>\$85,000 1 Dean of Students (1000)(Base); \$24,000 Benefits (3000)(Base)</p>	<p>\$85,000 1 Dean of Students (1000)(Base); \$24,000 Benefits (3000)(Base)</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an</p>	<p>Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships,</p>	<p>\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)</p>	<p>\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
atmosphere of trust, respect, and high expectations.	and helped create an atmosphere of trust, respect, and high expectations.		

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	\$2,000 Panorama Education surveys (5000)(Base)	\$2,000 Panorama Education surveys (5000)(Base)

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held three SSC and 4 PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The two areas that we will focus next year will be ADA and student approval rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures

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.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent workshops. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year: 2019–20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-San Diego has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 4 PTF meetings, 3 SSC meetings, at least 10 parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 66 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Expanding after school tutoring and athletic teams and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Improving student restrooms
- Providing cabinets for classrooms
- Other input includes improving school facilities and the lunch program.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials
- To ensure school facilities are maintained in good repair

Priority 2:

- To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

To ensure EL students make annual progress in learning English

To ensure our students are college/career ready

Priority 8:

To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of state standards implementation for all students	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good	90%	90%	90%	90%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																								
standing																												
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2016-17 (Baseline): <table border="1"> <tr><td>All Students: 68%</td></tr> <tr><td>English Learners: 46%</td></tr> <tr><td>Socioeconomically Disadvantaged: 54%</td></tr> <tr><td>Students with Disabilities: 23%</td></tr> <tr><td>Hispanic: 61%</td></tr> <tr><td>White: 71%</td></tr> </table>	All Students: 68%	English Learners: 46%	Socioeconomically Disadvantaged: 54%	Students with Disabilities: 23%	Hispanic: 61%	White: 71%	2017-18 (Expected): <table border="1"> <tr><td>All Students: 5 percentage points up from the prior year</td></tr> <tr><td>English Learners: 5 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 5 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 3 percentage points up from the prior year</td></tr> <tr><td>White: 3 percentage points up from the prior year</td></tr> </table>	All Students: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year	White: 3 percentage points up from the prior year	2018-19 (Expected): <table border="1"> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> <tr><td>English Learners: 3 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 3 percentage points up from the prior year</td></tr> <tr><td>White: 2 percentage points up from the prior year</td></tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 3 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year	White: 2 percentage points up from the prior year	2019-20 (Expected): <table border="1"> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> <tr><td>English Learners: 3 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 3 percentage points up from the prior year</td></tr> <tr><td>White: 2 percentage points up from the prior year</td></tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 3 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year	White: 2 percentage points up from the prior year
All Students: 68%																												
English Learners: 46%																												
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Students with Disabilities: 3 percentage points up from the prior year																												
Hispanic: 3 percentage points up from the prior year																												
White: 2 percentage points up from the prior year																												
Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): <table border="1"> <tr><td>All Students: 30.9 points above standard</td></tr> <tr><td>English Learners: 31.3 points below standard</td></tr> </table>	All Students: 30.9 points above standard	English Learners: 31.3 points below standard	2017-18 (Expected): <table border="1"> <tr><td>All Students: 3 points up from the prior year</td></tr> <tr><td>English Learners: 3 points up from the prior year</td></tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up from the prior year	2018-19 (Expected): <table border="1"> <tr><td>All Students: 2 points up from the prior year</td></tr> <tr><td>English Learners: 2 points up from the prior year</td></tr> </table>	All Students: 2 points up from the prior year	English Learners: 2 points up from the prior year	2019-20 (Expected): <table border="1"> <tr><td>All Students: 2 points up from the prior year</td></tr> <tr><td>English Learners: 2 points up from the prior year</td></tr> </table>	All Students: 2 points up from the prior year	English Learners: 2 points up from the prior year																
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English Learners: 2 points up from the prior year																												

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

	Socioeconomically Disadvantaged: 4.1 points below standard	Socioeconomically Disadvantaged: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year
	Students with Disabilities: 63.2 points below standard	Students with Disabilities: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year
	Hispanic: 18 points above standard	Hispanic: 3 points up from the prior year	Hispanic: 3 points up from the prior year	Hispanic: 3 points up from the prior year
	White: 36.7 points above standard	White: 3 points up from the prior year	White: 2 points up from the prior year	White: 2 points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 59%	All Students: 3 percentage points up from the prior year	All Students: 2 percentage points up from the prior year	All Students: 2 percentage points up from the prior year
	English Learners: 23%	English Learners: 3 percentage points up from the prior year	English Learners: 3 percentage points up from the prior year	English Learners: 3 percentage points up from the prior year
	Socioeconomically Disadvantaged: 42%	Socioeconomically Disadvantaged: 3 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year
	Students with Disabilities: 25%	Students with Disabilities: 3 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year
	Hispanic: 47%	Hispanic: 3 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year
	White: 65%	White: 3 percentage points up from the prior year	White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 26.7 points above standard	All Students: 3 points up from the prior year	All Students: 2 points up from the prior year	All Students: 2 points up from the prior year
	English Learners: 25.1 points below standard	English Learners: 3 points up from the prior year	English Learners: 3 points up from the prior year	English Learners: 3 points up from the prior year
	Socioeconomically Disadvantaged: 12.1 points below standard	Socioeconomically Disadvantaged: 3 points up from the prior year	Socioeconomically Disadvantaged: 2 points up from the prior year	Socioeconomically Disadvantaged: 2 points up from the prior year
	Students with Disabilities: 67 points below standard	Students with Disabilities: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year
	Hispanic: 0.8 points above standard	Hispanic: 2 points up from the prior year	Hispanic: 2 points up from the prior year	Hispanic: 2 points up from the prior year
	White: 40.8 points above standard	White: 2 points up from the prior year	White: 2 points up from the prior year	White: 2 points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the ELPAC	77%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of ELs reclassified to	16%	10 percentage point up from the prior year	5 percentage point up from the prior year	5 percentage point up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Fluent English Proficient (RFEP) annually				
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	90%	4 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,500	\$13,500	\$13,500
Source	Base	Base	Base
Budget Reference	\$8,500 BTSA expenses (5000)(Base); \$5,000 EL authorization expenses	\$6,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses	\$4,000 BTSA expenses (5000)(Base) \$3000 BTSA Mentor Stipend

Year	2017-18	2018-19	2019-20
	(5000)(Base)	(5000)(Base) : \$4,500 BTSA Mentor Stipend (1000)(Base);	(1000)(Base);

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$85,000	\$120,000	\$56,000
Source	Base	Base	Base
Budget Reference	"\$10,000 Books (4100-4200); \$55,000 Supplies, materials (4300), \$20,000 Equipment (4400)"	"\$11,000 Books (4100-4200); \$74,000 Supplies, materials (4300), \$35,000 Equipment (4400)"	"\$10,000 Books (4100-4200); \$19,000 Supplies, materials (4300), \$27,000 Equipment (4400)"

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$120,450	\$142,650	\$129,861
Source	Base	Base	Base
Budget	\$55,000.00 5500 Operations and House Keeping,	\$56,650.00 5500 Operations and House Keeping,	\$68000, 5000 Operations and House Keeping, Maintenance,

Year	2017-18	2018-19	2019-20
Reference	\$15,450.00 5615 Maintenance, \$50,000,00 2900, 3000 Custodian salary & benefits	\$30,000.00 5615 Maintenance, \$56,000,00 2900, 3000 Custodian salary & benefits	\$38,551 (3000) 23,310 (2200)Custodian salary & benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$29,500	\$30,000	\$5,800
Source	Base	Base	Base
Budget Reference	\$27,000 Professional Development (5800); \$2,000 TeachBoost fees (5000)	\$28,000 Professional Development (5800); \$2,000 TeachBoost fees (5000)	\$5,000 Professional Development (5800); \$1,800 TeachBoost fees (5000)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
Amount	\$42,000	\$54,000	\$27,800
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	\$30,000 EL support staff salary (1000)(S&C); \$10,000 Benefits (3000)(S&C); 2,000 EL supplemental materials (4000)(Title I)	\$40,000 EL Support staff salary (1000)(S&C); \$12,000 Benefits (3000)(S&C); 2,000 EL supplemental materials (4000)(Title I)	\$19,400 EL Coordinator salary (2000)(S&C); \$8,400 Benefits (3000)(S&C)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$4,000	\$5,000

Year	2017-18	2018-19	2019-20
Source	S&C	S&C	S&C
Budget Reference	\$3,000 Professional Development on ELD strategies (5000)(S&C)	\$4,000 Professional Development on ELD strategies (5000)(S&C)	\$5,000 Professional Development (5800);Duplicate expense

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

During the day, Charter School will provide additional supports and interventions to all students, including ELs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$43,000	\$30,000
Source	S&C	S&C	S&C
Budget Reference	\$30,000 Intervention teacher salaries (1000)(Title I);\$10,000 benefits	\$33,000 Intervention teacher salaries (1000)(Title I);\$10,000 benefits	\$30,000 Intervention teacher salaries (1100)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$20,000	\$20,000
Source	S&C	S&C	S&C
Budget Reference	\$12,000 After school tutoring (1000)	\$20,000 After school tutoring (1000)	\$20,000 After school tutoring (1100)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$120,000	\$129,500	\$124,400
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	\$80,000 deans of academics salary (1000)(Base); \$27,500 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)	\$87,000 deans of academics salary (1000)(Base); \$30,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)	\$87,000 deans of academics salary (1000)(Base); \$26,400 Benefits (3000)(Base); \$5,600 Illuminate SIS & DnA (5000)(Base); \$5,400 MAP testing fees (5000)(Title I)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

- To increase student access to a broad course of study
- To offer innovative courses and programs

Priority 8:

- To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
elective courses and programs, master school schedule, and class rosters				
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	20%	24%	20%	20%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,885,000	\$2,370,000	\$1,450,000

Year	2017-18	2018-19	2019-20
Source	Base; Donations	Base; Donations	Base; Donations
Budget Reference	\$1,440,000 Teacher salaries (1000)(Base); \$400,000 Benefits (3000)(Base); ; \$45,000 Field trip expenses (5000)(Donations)	\$1,700,000 Teacher salaries (1000)(Base); \$620,000 Benefits (3000)(Base); ; \$50,000 Field trip expenses (5000)(Donations)	\$1,027,000 Teacher salaries (1000)(Base); \$387,000 Benefits (3000)(Base); ; \$36,000 Field trip expenses (5000)(Donations)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$230,000	\$241,000	\$137,140
Source	Base	Base	Base
Budget Reference	\$180,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); \$50,000 Benefits (3000)(Base)	\$188,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); \$53,000 Benefits (3000)(Base)	\$103,000 1 Principal and 1 Dean of Academics (Dean salary is included in another goal) (1000)(Base); \$34,140 Benefits (3000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$46,000	\$52,000	\$55,000

Year	2017-18	2018-19	2019-20
Source	Base	Base	Base
Budget Reference	\$46,000 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$52,000 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$55,000 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$142,000	\$145,000	\$147,000
Source	Base	Base	Base
Budget Reference	\$71,000 1 IT staff salary (2000)(Base); \$20,000 Benefits (3000)(Base); \$6,000 Computers; \$45,000 Technology expenses	\$73,000 1 IT staff salary (2000)(Base); \$20,000 Benefits (3000)(Base); \$30,000 Computers; \$25,000 Technology expenses	\$77,500 1 IT staff salary (2000)(Base); \$28,800 Benefits (3000)(Base);

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,500	\$10,500	\$10,500
Source	Base	Base	Base
Budget Reference	\$6,000 Science materials (4000)(Base), \$4,500 Academic competitions, steam expo expenses (5000) Base	\$6,000 Science materials (4000)(Base), \$4,500 Academic competitions, steam expo expenses (5000) Base	\$6,000 Science materials (4000)(Base), \$4,500 Academic competitions, steam expo expenses (5000) Base

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

Priority 5:

- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout

Priority 6:

- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	3	4	4	4
Number of PTF meetings per year	8	8	4	4
Number of activities/events for parent involvement per year	5	5	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	12%	12%	15%	15%
ADA rate	96.3%	97%	97%	96.5%
Chronic absenteeism rate	5%	4%	7%	7%
Middle school dropout rate	0%	0%	0%	0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student suspension rate	1%	1%	1%	1%
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 94%	Students: 85%	Students: 85%	Students: 85%
	Families: 32%	Families: 55%	Families: 55%	Families: 55%
	Staff: 84%	Staff: 85%	Staff: 85%	Staff: 85%
School experience survey average approval rates	Students: 67%	Students: 85%	Students: 70%	Students: 60%
	Families: 96%	Families: 95%	Families: 95%	Families: 95%
	Staff: 72%	Staff: 85%	Staff: 85%	Staff: 85%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	S&C	S&C	S&C
Budget Reference	\$1,000 Parent meeting expenses (5000)(S&C)	\$1,000 Parent meeting expenses (4000)(S&C)	\$1,000 Parent meeting expenses (4000)(S&C)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	\$2,000 Parent activities/events expenses (4000)(Base)	\$2,000 Parent activities/events expenses (4000)(Base)	\$2,000 Parent activities/events expenses (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$6,500	\$5,400
Source	Base	Base	Base
Budget Reference	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$5,400 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$10,000	\$10,000
Source	Title I	Title I	Title I
Budget Reference	\$5,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000	\$98,000	\$112,000
Source	S&C	S&C	S&C
Budget Reference	\$70,000 Dean of Culture salary (1000)(S&C); \$20,000 Benefits (3000)(S&C);	\$76,000 Dean of Culture salary (1000)(S&C); \$22,000 Benefits (3000)(S&C);	\$83,000 Dean of Culture salary (1000)(S&C); \$29,000 Benefits (3000)(S&C);

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$91,500	\$104,500	\$123,100

Year	2017-18	2018-19	2019-20
Source	Base	Base	Base
Budget Reference	\$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$15,000 Benefits (3000)(Base); \$1,500 School Messenger notification program	\$85,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$18,000 Benefits (3000)(Base); \$1,500 School Messenger notification program	\$88,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$33,600 Benefits (3000)(Base); \$1,500 School Messenger notification program

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000	\$109,000	\$110,380
Source	Base	Base	Base
Budget Reference	\$70,000 1 Dean of Students (1000)(Base); \$20,000 Benefits (3000)(Base)	\$85,000 1 Dean of Students (1000)(Base); \$24,000 Benefits (3000)(Base)	\$89,000 1 Dean of Students (1000)(Base); \$21,380 Benefits (3000)(Base)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$3,000	\$2,800
Source	Base	Base	Base
Budget Reference	\$2,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	\$2,800 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will annually administer school experience surveys to students, parents, and staff.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$1,500
Source	Base	Base	Base
Budget Reference	\$2,000 Panorama Education surveys (5000)(Base)	\$2,000 Panorama Education surveys (5000)(Base)	\$1,500 Panorama Education surveys (5000)(Base)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 197,031

5.53 %

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, and PTF meetings are some of the venues we will provide training to our parents. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students , Dean of Culture and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 161,720

4.90 %

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, and PTF meetings are some of the venues we will provide training to our parents. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students, Dean of Culture and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 131,351

4.24 %

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, and PTF meetings and parent workshops are some of the venues we will provide training to our parents. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-Santa Ana	Varol Gurler, Principal	vgurler@magnoliapublicschools.org (714) 479-0115

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS)

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS) is a 501(c)(3) non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of our society. MPS' educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. MPS operates 10 charter school sites throughout California with an increasing trend of academic success, organizational, and financial stability

Magnolia Science Academy Santa Ana (MSA-SA)

Magnolia Science Academy-Santa Ana (MSA-SA) is the home of the PIRATES! MSA-SA is authorized and monitored by the State Board of Education. MSA-SA is a public charter school for grades TK–12 with a mission to provide a college preparatory educational program emphasizing STEAM education in a safe environment that cultivates respect for self and others. MSA-SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong core knowledge presented in ways that are relevant and inspiring for our students. Tutoring, morning intervention, after-school program, Saturday Academy, and school-to-university partnerships (e.g. dual enrollment partnerships with local community colleges) supplement classroom instruction at MSA-SA. MSA-SA creates a supportive and caring environment with small class sizes and strong student-parent-teacher communication, and improves students' knowledge and skills in core subjects, thereby increasing their 21st century skills

as well as their chances of success in higher education and beyond. MSA SA provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

In 2018-19 academic year, Magnolia Science Academy-Santa Ana continued its third school year in our new campus at 2840 West 1st Street, Santa Ana. The new facility was funded by the State of California Prop 1D funding. The new building has 34 classrooms with state of the art science and computer labs, library and learning centers. Phase II construction is completed and includes a gym, playgrounds and an outside cafeteria to serve several functions. MSA-SA has adopted McGraw-Hill digital and in print curriculum across all four core subjects (Math, History, Science, and English). We have a 1:1 technology to student ratio and all classrooms with state of the art technology.

In March 2019, The State Board of Education(SBE) renewed Magnolia Science Academy-Santa Ana for 5 years.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

MSA-SA has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Our Pillars: **Excellence, Innovation and Connection (EIC)** guide our action plan. MSA-SA wants to continue to work towards promoting and developing academic excellence for all of our students. This year we focused on ten school goals in which incorporated academic, MTSS, and college going culture, such as all student groups will show a three-point growth on the CAASPP ELA and Math assessments. We will develop, align, and improve academic and behavioral resources, programs, supports, and services and address the needs of the whole child by utilizing a coherent MTSS framework. An additional goal is a 100% four year graduation rate and a 100% UC/CSU A-G course completion rate.

MSA-SA LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones.

Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
- The need to continue our improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students
- Keeping affective teachers and improving teacher observation and evaluation systems
- School Site Council (SSC) involvement and engagement in the LCAP and school decisions

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

According to the Fall 2018 California accountability dashboard data, we continue to have a very low suspension rate and 92% graduation rate as part of our Positive Behavior Interventions and Supports (PBIS). Additionally, we have many embedded Positive Behavior Interventions and Supports (PBIS) in our school system to ensure that our Tier I interventions are effective and create a positive, safe and enriching school environment. We attribute our high graduation rate to high parental involvement through Parent College, our School Site Council, Parent Task Force, and English Learner Advisory Committee (ELAC) and after school workshops. During the Parent College events, parents and students receive education pertaining to the A-G requirements, which are aligned to our graduation requirements and for 4-year colleges. All students have four-year plan and meet once a year with our college counselor. MSA-SA continues to have a high acceptance rate to four-year universities. Our seniors gain admission to a variety of colleges across the nation (e.g. UC Berkeley, UCI, Cornell, USC, CSUF etc.). The 2018-19 year was a year in which we developed targeted intervention groups both academically and behaviorally appropriate to address the specific needs of our students. With the growth in enrollment and expansion, we have been making some adjustments, however, we were able to replicate a lot of the programs that have successfully supported our students throughout the years.

We continued to use internal data to measure growth throughout the year (NWEA MAPs and SBAC IABs). The effectiveness of intervention programs during school and afterschool has increased this year. Our Deans of Academics work diligently to update and analyze student performance with MAP, IAB, and SBAC prep. Staff utilizes our student data/ growth to drive the instruction as well as formulate intervention grouping. Lastly, reviewing our staff, parent, and student surveys through Panorama allows for an open dialog among all stakeholders so that our action plans continue to allow us to reach our greatest potential and foster a community of lifelong learners.

According to the state CAASSP data that reflects our student growth in the change over time data distribution of students meeting and exceeding standards in English Language Arts Literacy from 2015 through the 2018 academic school years in grades third through eighth as shown in the table below:

Reading Lexile Increased in all grade levels (except for 4th grade). We are in our second year reading program this year, MyOn that is used in elementary classrooms, during Sustained Silent Reading (SSR) in Middle School, and during Advisory for grades 9-10th.

According to our 2017-18 Dashboard data, the English Learner Progress shows that 73.5% of our English Learners made progress in 2018.

Our school continues to stay true to our mission to prepare our students for higher education, as such, we are proud to report that we will have another year with a goal of 100% graduation rate and 100% college pathway with our students.

Here is a summary of what our stakeholders “like the most about our school

“WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (2018-19 Panorama Survey Results).

Students: Students in Elementary like their teachers and all the STEAM related activities that take place in their school. Students in Secondary also like their teachers and their college culture services. The student enjoys their AP. Additionally, students in secondary like having small class size, the friends that they’ve made and the pizza hut they get for lunch once a month!

Family: Similar to our students, our families like the teachers and the college readiness program that we offer to students. The parents also like the “family feel” environment, the student information system that facilitates communication. Additionally, the parents like having a K-12 school model in order to drop off all of their school aged students in once location.

Staff: The staff enjoys working with each other and really enjoys their colleagues. Staff feels that their colleagues are professional, supportive; collaborative and that everyone genuinely wants to improve the school.

Overall our school experience rate increased by 24% for our staff members.

Referring to the California School Dashboard, 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

Our socioeconomically disadvantaged and Hispanic populations are our greatest need. This has become our focus area specifically for third through eighth grade students. Intervention groups were formed at the beginning of the year by using the SBAC Spring 2018 results and our internal MAP data. Our students took our internal MAP assessment (NWEA) in the fall. Our Spring MAP assessment was administered at the end of May, to measure growth.

Such targeted interventions groups include Study Skills for our SPED students (Tier III), our Power English/Math course for Tier II students, our SSR Math/Writing group for Tier II students, and our Designated and Integrated ELD courses and additional supports for English Learner student population. Our elementary intervention grouping is based on the Spring SBAC and Fall. We grouped our ELA and Math interventions in the afternoon and after school focusing on our Tier II students, students at the CAASPP standards nearly met and not met as well as our Tier III students who are struggling in English Language Arts and Mathematics. These interventions are revisited quarterly and changes are made depending on student progress. Students are identified for the SSPT process based on intervention and classroom assessment and progress.

We continue to provide social emotional support for our students. This year we received an MTSS grant which allowed us to partner with Western Youth Services so that our families can have access to free/affordable counseling and Help Me Grow for elementary students. Our goal is for these partnerships. Curriculum and We conducted our annual panorama surveys and reflected on what our stakeholders believe is our greatest areas of need.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?

Students: The Elementary students like least the food and not having enough area to play or a permanent playground. The students also reported that there are mean comments/name calling/bad words happening in school. The Secondary students strongly dislike the school food, the crowded hallways, the restrictions to bathroom usage and having multiple PE teachers this year.

Families: Our parents have concerns about our limited parking space and the drop off/pick up system in place.

Staff: Our staff indicated that student discipline isn't consistently being enforced and that the number of student behavior issues hasn't decreased.

Referring to the California School Dashboard, 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

Our students are coming from different curriculum backgrounds. Our goal is to close this performance gap to ensure their ready and successful for the next grade level.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%

Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%

Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%

Percentage of students who have sufficient access to standards-aligned instructional materials: 100%

Percentage of items on facility inspection checklists in compliance/good standing: 90%

Percentage of items on facility inspection checklists in compliance/good standing: 90%

Percentage of state standards implementation for all students: 100%

Percentage of state standards implementation for all students: 100%

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8):

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2018-19.

Expected

Actual

2018-19 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Homeless:	5 percentage points up from the prior year
African American:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be:

2018-19 Expected:

2017-18 (Baseline):

All Students:	47%
English Learners:	3%
Socioeconomically Disadvantaged:	44%
Students with Disabilities:	7%
Homeless:	50%
Hispanic:	43%
White:	74%

2018-19 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Homeless:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	3 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy assessments and projected change in 2018-19.

Expected

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	3 points up from the prior year
African American:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):

Actual

2017-18 (Baseline):

All Students:	20 points below standard
English Learners:	46.2 points below standard
Socioeconomically Disadvantaged:	29 points below standard
Students with Disabilities:	102.5 points below standard
Homeless:	51 points below standard
Hispanic:	30.7 points below standard
White:	52.2 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Reading assessment and projected increase

Expected

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Homeless:	2 percentage points up from the prior year
African American:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Actual

in 2018-19.

2017-18 (Baseline):

All Students:	47.5%
English Learners:	40.14%
Socioeconomically Disadvantaged:	45.54%
Students with Disabilities:	8%
Homeless:	NA
Hispanic:	43.23%
White:	61%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year

Expected

Actual

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Homeless:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):

2018-19 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Homeless:	5 percentage points up from the prior year
African American:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	26.4%
English Learners:	8.79%
Socioeconomically Disadvantaged:	23.59%
Students with Disabilities:	8.22%
Homeless:	N/A
Hispanic:	23.89%
White:	53.85%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	5 percentage points up from the prior year
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Expected

Actual

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English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Homeless:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	41.3 points below standard
English Learners:	59.9 points below standard
Socioeconomically Disadvantaged:	47.7 points below standard
Students with Disabilities:	124.2 points below standard
Homeless:	67.9 points below standard
Hispanic:	50.3 points below standard
White:	31.1 points below standard

Expected

Actual

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Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Mathematics assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	46.22%
English Learners:	46.03%
Socioeconomically Disadvantaged:	46.25%
Students with Disabilities:	7%
Homeless:	NA

Expected

Homeless:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Percentage of EL students making annual progress in learning English as measured by the ELPAC: 1 percentage points up from the prior year

Actual

Hispanic:	41.74%
White:	55%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Homeless:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

2018-19 ELPI data is not available at this time. The following table shows 2017-18 ELPAC performance data of our ELs.

2017-18 (Baseline)

Level 4 - Well Developed	28.62%
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Expected

Actual

	Level 3 - Moderately Developed	42.40%
	Level 2 - Somewhat Developed	21.20%
	Level 1 – Beginning Stage	7.77%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 2 percentage point up from the prior year	2017-18 (Baseline)	28.1%
	2018-19 (Projected)	2 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 45%	2017-18 (Baseline)	82%
	2018-19 (End of first semester)	92%
	2018-19 (End of second semester Projected)	2 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments: 2 percentage points up from the prior year	2018-19 SBAC data is not available at this time. The following table shows 2017-18 proficiency rates of our graduating seniors on the CAASPP-ELA/Literacy and Mathematics assessments and projected increase in 2018-19.	
	2017-18 (Baseline)	42%
	2018-19 (Projected)	45%
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 2 percentage points up from the prior year	2017-18 (Baseline)	26%
	2018-19 (Projected)	29%

Expected

Actual

Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 2 percentage points up from the prior year	<table border="1"> <tr> <td>2017-18 (Baseline)</td> <td>100%</td> </tr> <tr> <td>2018-19 (Projected)</td> <td>Maintain 100%</td> </tr> </table>	2017-18 (Baseline)	100%	2018-19 (Projected)	Maintain 100%
2017-18 (Baseline)	100%				
2018-19 (Projected)	Maintain 100%				
Percentage of students in grades 9-11 who will participate in the PSAT test: 100%	Percentage of students in grades 9-11 who have participated in the PSAT test: 100%				
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 2 percentage points up from the prior year	<table border="1"> <tr> <td>2017-18 (Baseline)</td> <td>50%</td> </tr> <tr> <td>2018-19 (Actual)</td> <td>70%</td> </tr> </table>	2017-18 (Baseline)	50%	2018-19 (Actual)	70%
2017-18 (Baseline)	50%				
2018-19 (Actual)	70%				

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments.	\$7,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)	\$20,000 BTSA expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to	We have reviewed our current instructional materials and they are aligned to	\$20,000 Books (4000)(Base); \$50,000	\$48,000 Books (4000)(Base); \$55,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	Instructional materials (4000)(Base)	Instructional materials (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	\$150,000 Janitorial services (5000)(Base)	\$110,000 Janitorial services (5000)(Base)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	\$30,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base);	\$30,000 Professional Development (5000)(Base); \$4,000 TeachBoost fees (5000)(Base);

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p>	<p>We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.</p>	<p>\$70,000 EL Coordinator salary (1000)(S&C); \$15,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)</p>	<p>\$34,500 EL Coordinator stipend (1000)(S&C); (3000)(S&C); 10,000 EL supplemental materials (4000)(Title I)</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access</p>	<p>Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.</p>	<p>\$4,000 Professional Development on ELD strategies (5000)(S&C)</p>	<p>\$5,000 Professional Development on ELD strategies (5000)(S&C)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.			

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.	\$20,000 Intervention teacher salaries (1000)(Title I);\$40,000 Two teacher aide salaries (2000)(Title I); \$15,000 Benefits (3000)(Title I)	\$105,500 Intervention teacher salaries (1000)(Title I);\$53,000 Two teacher aide salaries (2000)(Title I); \$19,000 Benefits (3000)(Title I)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$15,000 Two staff stipends (1000)	\$15,000 Two staff stipends (1000)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.</p>	<p>Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.</p>	<p>\$150,000 Two deans of academics (1000)(Base); \$60,000 Benefits (3000)(Base); \$5,600 Illuminate SIS & DnA (5000)(Base); \$6,600 MAP testing fees (5000)(Title I)</p>	<p>\$178,000 Two deans of academics (1000)(Base); \$55,000 Benefits (3000)(Base); \$9,300 Illuminate SIS & DnA (5000)(Base); \$8,600 MAP testing fees (5000)(Title I)</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.</p>	<p>Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.</p>	<p>\$65,000 College Counselor salary (1000)(Base); \$15,000 Benefits (3000)(Base)</p>	<p>\$35,000 College Counselor salary (1000)(Base); \$7,500 Benefits (3000)(Base)</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p>	<p>Based on student needs and interests, we have offered the following AP courses this year: AP Literature, AP World History, and AP Calculus, AP Computer and AP US History.</p>	<p>\$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)</p>	<p>\$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

(3000)(Base)

Action 12

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.

We offer “Advisory” classes in grades 9-12 and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.

\$4,172 Naviance program (5000)(Base);
\$3,000 College preparation materials (4000)(Base)

\$5,300 Naviance program (5000)(Base);
\$3,000 College preparation materials (4000)(Base)

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school

hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention your reclassification rate or EL progress, ELA/math status or change on the academic indicator on the school dashboard; AP passing rate... Or if an action has not been very effective, talk about how you will modify it.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The main difference that we had was our textbook allocated funds was not used because we did not make the purchase for Spanish textbooks. We have allocated the funds for next year to purchase the Spanish textbooks.

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.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%

Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 5%

Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 10%

Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%

Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: >90%

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.</p>	<p>We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online elective courses offered this year include: Academic Pentathlon, Science Olympiad, Personal Finance, A+ (Advance math), Art, PE, Computer etc.</p>	<p>\$2,040,000 Teacher salaries (1000)(Base); \$510,000 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$25,000 Field trip expenses (5000)(Donations)</p>	<p>\$2,200,000 Teacher salaries (1000)(Base); \$500,000 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$20,000 Field trip expenses (5000)(Donations)</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.</p>	<p>We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.</p>	<p>\$300,000 2 Principals and 2 Deans of Academics salaries (1000)(Base); \$70,000 Benefits (3000)(Base)</p>	<p>\$325,000 1 Principal and 3 Deans of Academics salaries (1000)(Base); \$112,000 Benefits (3000)(Base)</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p>	<p>We offer Accelerated and Advanced Math classes and Advanced Math club to students in grades 6-8.</p>	<p>\$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]</p>	<p>\$90,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.</p>	<p>We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.</p>	<p>\$75,000 1 IT staff salary (2000)(Base); \$17,000 Benefits (3000)(Base); \$80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$20,000 Computers; \$15,000 Technology expenses</p>	<p>\$65,000 1 IT staff salary (2000)(Base); \$18,600 Benefits (3000)(Base); \$91,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$20,000 Computers; \$15,000 Technology expenses</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.</p>	<p>We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.</p>	<p>\$10,000 Science materials (4000)(Base)</p>	<p>\$12,000 Science materials (4000)(Base)</p>

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention your Advanced Math class/club participation or success, Computer class participation and passing rates, STEAM project completion, etc.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of the field trips was higher than expected. With the increase in enrollment, we also had to increase the number of busses and trips that were available for students. Additionally, we had to spend more funds on STEAM materials because this year, our Art teacher attended PDs that involved getting technology equipment and additional materials; this was a huge benefit for our students.

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.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual	
Number of SSC meetings per year: 4	Current: 5 By the end of 2018-19 (Planned): 5	
Number of ELAC meetings per year: 4	Current: 4 By the end of 2018-19 (Planned): 4	
Number of PTF meetings per year: 4	Current: 8 By the end of 2018-19 (Planned): 8	
Number of activities/events for parent involvement per year: 5	Current: About 28 By the end of 2018-19 (Planned): 30+	
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly: MET	
Number of progress reports sent to parents per year: 4	4	
Percentage of students who have been home-visited by the teachers per year: 20%	2017-18 (Baseline)	13%
	2018-19 (Current)	15%
	2018-19 (End of year Planned)	20%
ADA rate: 96%	2017-18 (Baseline)	96%
	2018-19 (Current)	96%

Expected

Actual

	2018-19 (End of year Projected)	96%
Chronic absenteeism rate: <7%	2017-18 (Baseline)	5.2%
	2018-19 (Current)	8%
	2018-19 (End of year Projected)	<9%
Middle school dropout rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%
High school dropout rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%
Four-year cohort graduation rate: 100%	2017-18 (Baseline)	100%
	2018-19 (End of year Projected)	100%
Student suspension rate: <2%	2017-18 (Baseline)	0.9%
	2018-19 (Current)	2.31%
	2018-19 (End of year Projected)	3%
Student expulsion rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%

Expected

Actual

		2018-19 (End of year Projected)	0%
School experience survey participation rates will be:		School experience survey participation rates are:	
Students:	90%	Students:	93.6%
Families:	85%	Families:	62.1%
Staff:	90%	Staff:	96.3%
School experience survey average approval rates will be:		School experience survey average approval rates are:	
Students:	75%	Students:	59%
Families:	90%	Families:	89%
Staff:	80%	Staff:	72%

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	\$3,000 Parent meeting expenses (4000)(Title I)	\$3,000 Parent meeting expenses (4000)(Title I)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. You can add more events here that promote parental participation.	\$2,000 Parent activities/events expenses (4000)(Base)	\$2,000 Parent activities/events expenses (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$9,300 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	\$15,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$14,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	\$160,000 School Psychologist salary (1000)(S&C); \$30,000 Benefits (3000)(S&C)	\$80,000 School Psychologist salary (1000)(S&C); \$23,000 Benefits (3000)(S&C)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$15,000 Benefits (3000)(Base); \$1,500 ParentReach notification program	\$83,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$24,900 Benefits (3000)(Base); \$3,500 ParentReach notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	\$65,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$10,000 Online courses (5000)(Base) [Duplicated	\$42,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$10,000 Online courses (5000)(Base)

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Expense: See Goal 2:
Action 1]

[Duplicated Expense:
See Goal 2: Action 1]

Action 8

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.

\$70,000 1 Dean of Students (1000)(Base);
\$15,000 Benefits (3000)(Base)

\$80,000 1 Dean of Students (1000)(Base);
\$24,000 Benefits (3000)(Base)

Action 9

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.

\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

\$5,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	\$2,000 Panorama Education surveys (5000)(Base)	\$2,000 Panorama Education surveys (5000)(Base)

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.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The expulsion rate continues to be 0% and we use alternative to suspensions as much as possible. Additionally our ADA has continue to be at or over 95%. Lastly, our graduation rate continues to be 100% for our freshmen cohort.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

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.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations.

Stakeholder Engagement

LCAP Year: 2019–20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 120 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

MSA-SA's LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Morning Interventions, Tutoring Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials
- To ensure school facilities are maintained in good repair

Priority 2:

- To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

- To ensure EL students make annual progress in learning English
- To ensure our students are college/career ready

Priority 8:

- To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	>90%	>90%	>90%	>90%
Percentage of students performing	2016-17 (Baseline):	2017-18 (Expected): All Students: 5	2018-19 (Expected): All Students: 5	2019-20 (Expected): All Students: 3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	All Students: 47%	percentage points up from the prior year	percentage points up from the prior year	percentage points up from the prior year
	English Learners: 3%	English Learners: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	English Learners: 3 percentage points up from the prior year
	Socioeconomically Disadvantaged: 44%	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year
	Students with Disabilities: 7%	Students with Disabilities: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year
	Homeless: 50%	Homeless: 5 percentage points up from the prior year	Homeless: 5 percentage points up from the prior year	Homeless: 3 percentage points up from the prior year
	Hispanic: 43%	Hispanic: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year
	White: 74%	White: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year	White: 3 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 20 points below standard	All Students: 3 points up from the prior year	All Students: 3 points up from the prior year	All Students: 3 points up from the prior year
	English Learners: 46.2 points below standard	English Learners: 3 points up from the prior year	English Learners: 3 points up from the prior year	English Learners: 3 points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Socioeconomically Disadvantaged: 29 points below standard Students with Disabilities: 102.5 points below standard Homeless: 51 points below standard Hispanic: 30.7 points below standard White: 52.2 points below standard	Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2016-17 (Baseline): All Students: 33% English Learners: 15% Socioeconomically Disadvantaged: 29% Students with Disabilities: 8% Homeless: NA Hispanic: 20% White: 61%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Homeless: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	Homeless: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	Homeless: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2016-17 (Baseline): All Students: 33% English Learners: 5% Socioeconomically Disadvantaged: 30% Students with Disabilities: 7% Homeless: 50% Hispanic: 28% White: 74%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year Hispanic: 5 percentage points up	2018-19 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year Hispanic: 5 percentage points up	2019-20 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year Hispanic: 5 percentage points up

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		from the prior year White: 5 percentage points up from the prior year	from the prior year White: 5 percentage points up from the prior year	from the prior year White: 5 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 41.3 points below standard English Learners: 59.9 points below standard Socioeconomically Disadvantaged: 47.7 points below standard Students with Disabilities: 124.2 points below standard Homeless: 30.9 points below standard Hispanic: 50.3 points below standard White: 31.1 points below standard	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics	2016-17 (Baseline): All Students: 31% English Learners: 17%	2017-18 (Expected): All Students: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
assessment (Grades 3-10)	Socioeconomically Disadvantaged: 26%	English Learners: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year
	Students with Disabilities: 7%	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year
	Homeless: NA	Students with Disabilities: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year
	Hispanic: 22%	Homeless: 2 percentage points up from the prior year	Homeless: 2 percentage points up from the prior year	Homeless: 2 percentage points up from the prior year
	White: 55%	Hispanic: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year
		White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the ELPAC	73.5%	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English	21.95%	2 percentage point up from the prior year	2 percentage point up from the prior year	2 percentage point up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Proficient (RFEP) annually				
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	45%	2 percentage point up from the prior year	2 percentage point up from the prior year	2 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	60%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	20.5%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of graduating seniors who will have	90%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
successfully completed courses that satisfy the UC/CSU or career technical education program requirements				
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	50%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$10,000	\$20,000
Source	Base	Base	Title II
Budget Reference	\$12,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)	\$7,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)	\$20,000 BTSA expenses (5000)(Base)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000	\$50,000	\$100,000
Source	Base	Base	Base
Budget Reference	\$40,000 Books (4000)(Base); \$10,000 Instructional materials (4000)(Base)	\$20,000 Books (4000)(Base); \$30,000 Instructional materials (4000)(Base)	\$30,000 Books (4000)(Base); \$70,000 Instructional materials (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
Amount	\$135,000	\$150,000	\$145,000
Source	Base	Base	Base
Budget Reference	\$40,000 Janitorial services (5000)(Base)	\$41,000 Janitorial services (5000)(Base)	\$25,000 Janitorial services (5000)(Base)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,500	\$100,000	\$34,000
Source	Base	Base	Base
Budget Reference	\$30,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base)	\$30,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base)	\$30,000 Professional Development (5000)(Base); \$4,000 TeachBoost fees (5000)(Base)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80,000	\$85,000	\$5,000
Source	S&C; Title I	S&C; Title I	Title I
Budget Reference	\$65,000 EL Coordinator salary (1000)(S&C); \$15,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	\$70,000 EL Coordinator salary (1000)(S&C); \$15,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	\$5,000 EL Coordinator stipend (1000) (Title I)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$4,000
Source	S&C	S&C	S&C
Budget Reference	\$4,000 Professional Development on ELD strategies (5000)(S&C)	\$4,000 Professional Development on ELD strategies (5000)(S&C)	\$4,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

During the day, Charter School will provide additional supports and interventions to all students, including ELs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$65,000	\$65,000
Source	Title I	Title I	Title I
Budget Reference	\$20,000 Intervention teacher salaries (1000)(Title I);\$40,000 Two teacher aide salaries (2000)(Title I); \$15,000 Benefits (3000)(Title I)	\$20,000 Intervention teacher salaries (1000)(Title I);\$40,000 Two teacher aide salaries (2000)(Title I); \$15,000 Benefits (3000)(Title I)	\$20,000 Intervention teacher salaries (1000)(Title I);\$40,000 Two teacher aide salaries (2000)(Title I); \$15,000 Benefits (3000)(Title I)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	0

Year	2017-18	2018-19	2019-20
Source	Title I	Title I	
Budget Reference	\$15,000 Three teacher stipends (AP Teachers) (1000)	\$15,000 Three staff stipends	0

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$123,000	\$123,000	\$250,000
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	\$150,000 Two deans of academics and one Title-I coordinator salaries (1000)(Base); \$60,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)	\$150,000 Two deans of academics and one Title-I coordinator salaries (1000)(Base); \$60,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)	\$178,000 Two deans of academics salaries (1000)(Base); \$55,000 Benefits (3000)(Base); \$9,300 Illuminate SIS & DnA (5000)(Base); \$8,600 MAP testing fees (5000)(Title I)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80,000	\$81,000	\$42,500
Source	Base	Base	Base
Budget	\$65,000 College Counselor salary	\$66,000 College Counselor salary	\$35,000 College Counselor salary

Year	2017-18	2018-19	2019-20
Reference	(1000)(Base); \$15,000 Benefits (3000)(Base)	(1000)(Base); \$15,000 Benefits (3000)(Base)	(1000)(Base); \$7,500 Benefits (3000)(Base)

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$22,000	0
Source	Base	Base	
Budget Reference	\$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	\$22,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$8,300
Source	Base	Base	Base
Budget	\$10,000 Naviance program (5000)(Base); \$5,000 College	\$10,000 Naviance program (5000)(Base); \$5,000 College	\$5,300 Naviance program (5000)(Base); \$3,000 College

Year	2017-18	2018-19	2019-20
Reference	preparation materials (4000)(Base)	preparation materials (4000)(Base)	preparation materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8
 Local Priorities: N/A

Identified Need:

Priority 7:

- To increase student access to a broad course of study
- To offer innovative courses and programs

Priority 8:

- To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of	3%	10%	10%	10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club				
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	>90%	>90%	>90%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,530,000	\$2,585,000	\$2,687,000
Source	Base; Donations	Base; Donations	Base; Donations
Budget Reference	\$2,000,000 Teacher salaries (1000)(Base); \$500,000 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$20,000 Field trip expenses (5000)(Donations)	\$2,040,000 Teacher salaries (1000)(Base); \$510,000 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$25,000 Field trip expenses (5000)(Donations)	\$2,065,000 Teacher salaries (1000)(Base); \$592,000 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$20,000 Field trip expenses (5000)(Donations)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$310,000	\$316,000	\$170,000
Source	Base	Base	Base
Budget Reference	\$250,000 2 Principal and 2 Deans of Academics salaries (1000)(Base); \$60,000 Benefits (3000)(Base)	\$255,000 2 Principal and 2 Deans of Academics salaries (1000)(Base); \$61,000 Benefits (3000)(Base)	\$132,000 1 Principal salary (1000)(Base); \$38,000 Benefits (3000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$85,000	\$85,000	0
Source	Base	Base	
Budget Reference	\$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$127,000	\$127,000	\$191,000
Source	Base	Base	Base
Budget Reference	\$75,000 1 IT staff salary (2000)(Base); \$17,000 Benefits (3000)(Base); \$80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$20,000 Computers; \$15,000 Technology expenses	\$75,000 1 IT staff salary (2000)(Base); \$17,000 Benefits (3000)(Base); \$80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$20,000 Computers; \$15,000 Technology expenses	\$62,000 1 IT staff salary (2000)(Base); \$12,100 Benefits (3000)(Base); \$82,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$10,000 Computers; \$15,000 Technology expenses

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

information and access to quality out-of-school STEAM activities and achievements.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	0
Source	Base	Base	
Budget Reference	\$10,000 Science materials (4000)(Base)	\$10,000 Science materials (4000)(Base)	

6,242,020

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

Priority 5:

- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate

Priority 6:

- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	6	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	4	8	4	4
Number of activities/events for parent involvement per year	5	8	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	13%	18%	20%	25%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ADA rate	96%	96%	97%	97%
Chronic absenteeism rate	5.2%	7.28%	<7%	<6%
Middle school dropout rate	0%	0%	0%	0%
High school dropout rate	0%	0%	0%	0%
Four-year cohort graduation rate	100%	100%	100%	100%
Student suspension rate	0.9%	2.31%	<2%	<1%
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 90.3%	Students: 88.5%	Students: 90%	Students: 93.6%
	Families: 80.2%	Families: 70.7%	Families: 80%	Families: 62.1%
	Staff: 73.6%	Staff: 91.4%	Staff: 90%	Staff: 96.3%
School experience survey average approval rates	Students: 65%	Students: 61%	Students: 70%	Students: 59%
	Families: 90%	Families: 88%	Families: 80%	Families: 89%
	Staff: 79%	Staff: 64%	Staff: 80%	Staff: 72%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$3,000	
Source	Title I	Title I	
Budget Reference	\$1,000 Parent meeting expenses (4000)(Title I)	\$3,000 Parent meeting expenses (4000)(Title I)	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$2,000
Source	Base	Base	Base
Budget Reference	\$15,000 Parent activities/events expenses (4000)(Base)	\$15,000 Parent activities/events expenses (4000)(Base)	\$2,000 Parent activities/events expenses (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$6,500	\$9,300
Source	Base	Base	Base
Budget Reference	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	\$9,300 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$14,000
Source	Title I	Title I	Title I
Budget Reference	\$15,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$15,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$14,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
Amount	\$120,000	\$190,000	\$96,000
Source	S&C; Title I	S&C; Title I	Base
Budget Reference	\$100,000 School Psychologist salary (1000)(S&C); \$20,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	\$160,000 School Psychologist and Counselor salary (1000)(S&C); \$30,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	\$80,000 School Psychologist and Counselor salary (1000)(S&C); \$16,000 Benefits (3000)(S&C)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$91,500	\$111,400
Source	Base	Base	Base
Budget Reference	\$30,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$10,000 Benefits (3000)(Base); \$1,500 ParentReach notification program	\$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$15,000 Benefits (3000)(Base); \$1,500 ParentReach notification program	\$83,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$24,900 Benefits (3000)(Base); \$3,500 ParentReach notification program

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$75,000	\$9,000
Source	Base	Base	Base
Budget Reference	\$65,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	65,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$9,000 Online courses (5000)(Base)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$85,000	\$85,000	\$104,000
Source	Base	Base	Base
Budget Reference	\$70,000 1 Dean of Students (1000)(Base); \$15,000 Benefits (3000)(Base)	\$70,000 1 Dean of Students (1000)(Base); \$15,000 Benefits (3000)(Base)	\$80,000 1 Dean of Students (1000)(Base); \$24,000 Benefits (3000)(Base)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$5,000
Source	Base	Base	Base
Budget Reference	\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	\$5,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will annually administer school experience surveys to students, parents, and staff.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,500
Source	Base	Base	Base
Budget Reference	\$2,000 Panorama Education surveys (5000)(Base)	\$2,000 Panorama Education surveys (5000)(Base)	\$2,500 Panorama Education surveys (5000)(Base)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,820,744

32.97 %

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,859,074

30.85 %

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
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- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

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- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
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LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 983,827

15.67 %

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).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
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- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
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- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?