

Magnolia Public Schools

Board Of Directors

Board Agenda Item #	II A
Date:	June 2, 2016
То:	Parent Engagement and Community Committee (PECC)
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, Chief External Officer
RE:	Review all MPS LCAP's for the 16-17' school year; recommendations made by all stakeholders. Share Parent recognition breakfast date. Update the committee on the "Civic engagement program" (oral presentation)

Proposed Board Recommendation

Informational item required, no action required. The PECC will give feedback and recommendations on the Magnolia Public Schools (MPS) LCAP plans for the 16-17' school year.

Background

As a critical component of the LCFF law, every school district 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 been collaborating with the schools in ensuring that all the LCAP's are aligned to the 8 state priorities and that the schools are meaningfully engaging the parents and the community. All MPS school principals will present their recommended LCAP's for the 16-17' school year.



MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683 P: (714) 892-5066 F: (714) 362-9588

Budget Implications

There are no budget implications

Name of Staff Originator:

Alfredo Rubalcava, Chief External Officer

Attachments

All 11 MPS LCAP's Parent Recognition Breakfast Date

MPS LCAP Timeline for 15-16

June 1-30 Submit MPS LCAP's to LACOE

May 1-30

CEO and Superintendent Responds to Recommendations MPS LCAP's are submitted to the MPS Board for approval

March - May

LCAP Town Hall Presentations (Present to all Stakeholders)

Feb. 1-30:

Share Recommendations with the Parent and Community Committee (MPS Board of Directors)

Jan I-30:

Analysis of School Community LCAP Priorities conducted by School Site Councils and English Learner Advisory Committees (ELAC) Budget Conversations Take Place

Oct. 26 - Dec. 20:

LCAP Survey Begins LCAP Input Sessions (All Stakeholders)

Oct. 15

Annual Updates of School's LCAP (All Stakeholders)

Sept. 30: LCFF & LCAP Informational Sessions: All Stakeholders

SEPT OCT NOV DEC JAN FEB MAR APR MAY JUNE

Introduction:

LEA: <u>Magnolia Science Academy-1</u> Contact (Name, Title, Email, Phone Number): <u>Mustafa Sahin, Principal, msahin@magnoliapublicschools.org, (818) 609-0507</u> LCAP Year: <u>2016-17</u>

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-1 ("MSA-1" or "Charter School") 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, Dean meetings, and staff meetings. In addition, the Charter School conducts surveys for parents, students, and teachers 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 LEP students and immigrants, and a WASC action plan for continual 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.

Impact on LCAP

All major groups have been informed of the LCAP work and given an opportunity to participate. The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP:

- Fully implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development
- Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement
- Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets
- Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups
- Develop college-preparedness
- Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in the Charter School to maintain sense of safety and school connectedness

Annual Update:

The Charter School held its periodical meetings in 2015-16 to gather input from is stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 5 parent activities/events including 6 Coffee with the Principal meetings, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was 76%. The Charter School staff made 355 home visits during 2015-16 and sought feedback from the parents for school improvement.

Annual Update:

Based on input from all stakeholders and available data through surveys and student achievement/school data, the Charter School has updated its LCAP. Some of the updates include:

- Purchasing of common-core aligned instructional materials
- Addition of school-level support positions, e.g., instructional coach
- Improvements in English Learner services
- Expanding summer school
- Increasing employee salaries and implementing performance pay
- Increasing college preparedness by offering "Advisory" classes, a college planning and career exploration program for students, offering special programs to prepare students for the SAT/ACT tests, and encouraging students to take AP courses and participate in the EAP
- Investing in effective technology to enhance instruction in the classroom
- Offering an annual STEAM festival and a STEAM expo
- Other input includes improving school facilities, identification and support of immigrant students and foster youth, decreasing truancy and sustaining after school and Saturday programs.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL #1:	ll students will pursue academic excellence and be college/career ready.	Related State and/or Local Priorities: 1 2 3 4 5 6 7
Identified I	To increase the percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or ca To increase the percentage of ELs who make progress toward English language proficiency To increase the percentage of ELs who are reclassified as FEP To increase the percentage of students who take and pass AP exams To increase the percentage of students who are on track to be college/career ready Priority 8: To increase student proficiency in all courses Schools: All	·
	Applicable Pupil Subgroups: All LCAP Year 1: 2016-17	
Expected Measu Outcor	Priority 1: 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter 100% of students will have sufficient access to standards-aligned instructional materials. At least 90% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: Charter School will provide 100% implementation of CCSS in Math, ELA, History for all students. Science will be rolled out Priority 4: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math 2017. For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of ou will increase by 5% from fall to spring. Charter School will meet or exceed the annual API growth targets for all student subgroups.	t over 3 years, starting with 6th graders. assessment system. (Specific targets will be set as data becomes available.) nath sections of the CAASPP assessment system will increase by 5% from 2016 to ur internal, common-core aligned Measures of Academic Progress (MAP) assessment ducation program requirements. ncrease by 5% from the prior year. de level.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	All	✓_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$32,000.00 5800-BTSA expenses, EL authorization fees
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.	All		
Priority 1: Charter School will annually review alignment of instructional materials to standards.	All		
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify) 	
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$239,200.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.	All		

		Other Subgroups:(Specify)	
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	All		\$100,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS.	All		\$6,000.00 MAP testing fees
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	All		\$5,000.00 5800 Professional Development on CCSS
Priorities 2 & 4 & 8: Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$5,000.00 5800 Professional Development on EL strategies
Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Power English and Power Math teacher salaries (Title I funds)
Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$10,000.00 After school and Saturday ELA and math tutoring (Title I funds)
Priorities 2 & 4 & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data,	All		\$100,000.00

	as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Dean of Academics salary & benefits \$160,000.00 Title I/Intervention teacher salary & benefits (Title I funds)
•	Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.	All		
•	Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
	Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.	All	<pre></pre>	\$70,000.00 College Advisor salary & benefits
•	Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	English Learners Redesignated fluent English proficient	ALL OR:Low Income pupils✓_English LearnersFoster Youth✓_Redesignated fluent English proficientOther Subgroups:(Specify)	\$15,000.00 ELD core materials \$5,000.00 ELD supplemental materials \$5,000.00 Focused PD on ELD standards
•	Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	All		\$75,000.00 AP teacher salaries & benefits AP workshops AP test fees
•	Priority 4: 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.	All		\$90,000.00 College Advisor salary & benefits College Readiness classes teacher salaries

& benefits
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups: (Specify)

			!	Related State and/or L	ocal Priorities:
GOAL #2:	All students will become independent, innovative scholars.			1 2 3 4 5 COE only: 9 Local : Specify	
Identifie	Priority 7: To increase access to all possible courses and programs				
Goal Ap	oplies to: Schools: All Applicable Pupil Subgroups: All				
		LCAP Ye	ear 1: 2016-17		
Meas	100% of students will have sufficient access to all access to all access to all access to all students enrolled in the Charter Scient access to all access to all students enrolled in the Charter Scient access to all access to	nd services outlined in it ademic and educational hool's grades 6-8 will be puter/Technology class chool will create or dem chool's "Advanced Matl	s charter petition, certain programs and services being depend programs provided by the Charter School. taking the "Advanced Math" class or club. and/or experienced blended learning in their program of study nonstrate a STEAM focused project, experiment, model or demi" class or club in grades 6-8 will demonstrate proficiency.		
	Actions/Services	Scope of Service	Pupils to be served within identif	ied scope of service	Budgeted Expenditures
subjects (7: ichool will provide students with a broad array of courses including core (English, mathematics, social sciences, and science) and electives as outlined in er petition.	All	✓_ALL OR: Low Income pupilsEnglish Learner Foster YouthRedesignated fluent Other Subgroups:(Specify)	t English proficient	
	ichool will design its master schedule to meet the needs of its students to Il academic content areas are available to all students, including student	All	OR:Low Income pupilsEnglish LearneFoster YouthRedesignated fluentOther Subgroups:(Specify)	t English proficient	\$100,000.00 Dean of Academics salary & benefits
Priority 7 Charter S	7: ichool will offer an "Advanced Math" class or club to students in grades 6-8.	All	ALL OR:Low Income pupilsEnglish LearnFoster YouthRedesignated fluentOther Subgroups:(Specify)	t English proficient	

•	Priority 7: 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.	All	
•	Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	All	\$70,000.00 Computer/Technology teacher salaries & benefits \$20,000.00 Focused PD on Blended Learning and Arts

GOAL #3:	All students, famil	es, staff, and other stakeholders will feel a sense of community and connectedness.	Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identifie		Priority 3: To increase parental involvement and seek parent input for making decisions for the Charter School To promote parent participation 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 Schools: All	
Goal Ap	valiae ta:	Applicable Pupil Subgroups: All	
		LCAP Year 1 : 2016-17	
Meas	ed Annual surable comes:	Priority 3: Charter School will hold a minimum of 4 SSC meetings per year. Charter School will hold a minimum of 7 Parent Task Force (PTF) meetings per year. Charter School will hold a minimum of 7 Parent Task Force (PTF) meetings per year. Charter School will hold a minimum of 5 parent activities/events per year. Teachers will update SIS records weekly. Charter School will send a minimum of 4 progress reports/cards to parents per year. At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: Charter School will maintain an ADA rate of at least 95%. Charter School will maintain a chronic absenteeism rate of no more than 1%. Charter School will maintain a middle school dropout rate of no more than 1%. Charter School will maintain a high school dropout rate of no more than 1%. Charter School will maintain a four-year cohort graduation rate of at least 75%. Priority 6: Charter School will maintain a student suspension rate of no more than 4%. Charter School will maintain a student suspension rate of no more than 1%. Student participation rate in the school experience survey will be at least 80%. Parent participation rate in the school experience survey will be at least 50%. Staff participation rate in the school experience survey will be at least 80%. Approval rating on school experience survey will be at least 80%. Approval rating on school experience survey will be at least 80%.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. Output Description:	All	✓_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	All		
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	English Learners	ALL OR:Low Income pupils✓_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	All		
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All		\$40,000.00 5800-SIS fees
Priority 3: Charter School will communicate with the parents of academically low-achieving students.	All	_ <u>✓_ALL</u> OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient	

		Other Subgroups:(Specify)	
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) 	\$10,000.00 Home-visit stipends (Title I funds)
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	All		\$180,000.00 Dean of Culture salary & benefits Life Skills teacher salary & benefits
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$55,000.00 Attendance clerk salary & benefits
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) 	\$70,000.00 College Advisor salary & benefits
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$10,000.00 Fuel Ed and APEX credit recovery course fees
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify) 	\$100,000.00 Dean of Students salary & benefits
Priority 6: Teachers will establish classroom management procedures, foster positive	All	_✓ ALL	\$25,000.00

	relationships, and help create an atmosphere of trust, respect, and high expectations.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Teacher PD on Edge Coaching
-	Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	All		
•	Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	All	<pre></pre>	\$5,000.00 Survey expenses

Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Related State and/or Local Priorities: 1 2 3 4 5 6 7 COE only: 9 Local : Specify		
Goal Applies to	Schools: Applicable Pupil Subgroups: Priority 1: All Priority 1:		Priority 1:
	 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of students will have sufficient access to standards-aligned instructional materials. At least 90% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: Charter School will provide 100% implementation of CCSS for all students. Priority 4: For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2015 to 2016. For all student 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% from fall to spring. Charter School will meet or exceed the annual API growth targets for all student subgroups. At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 5% from the prior year. The percentage of EL students who are reclassified will increase by 5% from the prior year. At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher. At least 80% of students in grades 9-11 will participate in the PSAT test. At least 40% of students who participate in the PSAT test will meet or exceed college 	Actual Annual Measurable Outcomes:	 100% of Charter School's teachers are appropriately assigned and fully credentialed as required by law and the charter. 75% of students have sufficient access to standards-aligned instructional materials. At least 90% of the items on facility inspection checklists are in compliance/good standing. Priority 2: Charter School provides 100% implementation of CCSS for all students. Priority 4: For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system is expected to increase by 5% from 2015 to 2016. More specific targets will be set as 2016 SBAC data becomes available.) ELA/Literacy Math 2015 2016 (Expected) 2015 2016 (Expected) Schoolwide 35% 40% 24% 29% Socioecon. Disadv. 35% 40% 22% 27% English Learners 0% 5% 0% 5% Hispanic or Latino 33% 38% 20% 25% African American N/A N/A N/A N/A N/A For all student 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 was expected to increase by 5% from fall to spring. Following are the proficiency percentages for our subgroups: Reading/ELA Math Fall 2015 Spring 2016 Fall 2015 Spring 2016 Schoolwide 55% 60% 43% 48% Socioecon. Disadv. 52% 57% 31% 36%
	readiness benchmarks for their grade level.		English Learners 0% 5% 2% 7% Hispanic or Latino 43% 48% 33% 38%

At least 80% of students in grade 11 will participate in the EAI	P assessment.		African American N/A N/A N/A	N/A
 At least 50% of students who participate in the EAP assessme preparedness. 	nt will demonstrate college		API data is not available at this time.	
Priority 8:			 100% of graduating seniors have successfully completed co or career technical education program requirements in 202 100% in 2015-16, too. 	
 At least 80% of all students enrolled in the Charter School for receive a grade of "C" or better (or perform "proficient" on the tests) in core subjects and electives. 			2014-15: 100% 2015-16: 100% (expected)	
			The percentage of EL students who are reclassified has incorporate.	reased by 2% from the prior
			2014-15: 28% 2015-16: 30%	
			 39% of the graduating seniors passed an AP exam with a so We expect a rate of 43% in 2015-16. 	core of 3 or higher in 2014-15.
			2014-15: 39% 2015-16: 43% (expected)	
			97% of students in grades 9-11 participated in the PSAT tes	st in 2015-16.
			81%(ELA) 41%(math) of students who participated in the P college readiness benchmarks for their grade level.	SAT test met or exceeded
			100% of students in grade 11 participated in the EAP asses rate of 100% in 2015-16.	sment in 2014-15. We expect a
			62%(ELA) 29%(math) of students who participated in the Ecollege preparedness (performed Ready and Conditionally a rate of 67%(ELA) and 34% (math) in 2015-16.	
			Priority 8:	
			80% of all students enrolled in the Charter School for a full	academic year received a
			grade of "C" or better (or performed "proficient" on the re in core subjects and electives. We expect a rate of 85% in 2	lated state standardized tests)
	LCAP Yea	r: 2015-16		
Planned Actions/Services	- 1.	Actual Actions/Services		
	Budgeted Expenditures			Estimated_Actual Annual Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	\$10,000.00 5800-BTSA expenses, EL authorization fees	Priority 1: All teacher credentia teachers for their cre	als have been reviewed. Charter School has supported 2 of its edentialing needs.	\$7,000.00 5800-BTSA expenses, EL authorization fees
Scope of service:		Scope of service:		
<u>-</u> _ALL		<u>_√_</u> ALL		

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.		Priority 1: Charter School is compliant with its teacher assignments.	
Scope of service:		Scope of service:	
Priority 1: Charter School will annually review alignment of instructional materials to standards.		Priority 1: Charter School has reviewed its current instructional materials and they are aligned to standards. Charter School has reviewed its current instructional materials and they are aligned to standards.	
Scope of service:		Scope of service:	
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.		Priority 1: Charter School keeps an inventory of instructional materials and corresponding purchase of materials.	
Scope of service:		Scope of service:	
✓_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)		✓_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	\$333,000.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: Charter School has used its budget to ensure sufficient access to instructional materials.	\$248,608.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service:		Scope of service:	
		✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.		Priority 1: Charter School has done annual and monthly facility inspections to screen for safety hazards.	
Scope of service:		Scope of service:	
_✓ ALL		✓ ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	\$95,000.00		\$67,905.00
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: Charter School has maintained its campus cleanliness through daily general cleaning.	5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 2:	\$10,000.00	Priority 2:	\$10,000.00
Charter School will ensure curricula and assessments are aligned to the CCSS.	MAP testing fees	 Charter School implements curricula and assessments aligned to the CCSS. 	MAP testing fees
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	\$50,000.00	Priority 2:	\$10,000.00
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	5800 Professional Development on CCSS	Teachers have participated in professional development on the implementation of CCSS.	5800 Professional Development on CCSS
Scope of service:		Scope of service:	
ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priorities 2 & 4 & 8:	\$10,000.00	Priorities 2 & 4 & 8:	\$4,000.00
 Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 	5800 Professional	 Charter School provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 	5800 Professional

	Development on EL		Development on EL
	strategies		strategies
Scope of service:		Scope of service:	
✓ ALL		✓ ALL	
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupils English Learners	
Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficientOther	
Other Subgroups:(Specify)		Subgroups:(Specify)	
	\$35,000.00		\$35,000.00
Priorities 2 & 4 & 8:	ψου,ουσου	Priorities 2 & 4 & 8:	
 During the day, Charter School will provide additional supports and interventions to all 	Power English and Power Math teacher salaries	 During the day, Charter School provides additional supports and interventions to all 	Power English and Power
students, including ELs.	(Title I funds)	students, including ELs.	Math teacher salaries (Title I funds)
Scope of service:		Scope of service:	,
<u>✓</u> ALL		_✓_ALL	
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
oubgroups.(Opeony)		Cubgroups.(Opeony)	
	\$35,000.00		\$35,000.00
Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students,	After school and Saturday	Priorities 2 & 4 & 8: Charter School provides additional supports and interventions to all students, including	After school and Saturday
including ELs, during after school hours and on Saturday.	ELA and math tutoring	ELs, during after school hours and on Saturday.	ELA and math tutoring
	(Title I funds)		(Title I funds)
Scope of service:		Scope of service:	
ALL		<u>√</u> ALL	
OR:		OR:	
Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient		Low Income pupilsEnglish Learners	
Foster FouritRedesignated fluent English proficientOther Subgroups:(Specify)		Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
		Cabgroups.(Cpoonly)	
	\$90,000.00		\$90,000.00
	Dean of Academics salary		Dean of Academics salary
Priorities 2 & 4 & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data,	& benefits	Priorities 2 & 4 & 8: Charter School synthesizes CAASPP and MAP student achievement and growth data, as	& benefits
as well as course grades, and other state and internal assessment scores, into reports and	\$4.4F.000.00	well as course grades, and other state and internal assessment scores, into reports and	¢4.45.000.00
regularly review progress towards targets.	\$145,000.00 Title I/Intervention	regularly reviews progress towards targets.	\$145,000.00 Title I/Intervention teacher
	teacher salary & benefits		salary & benefits
Cooperation of complete	(Title I funds)		(Title I funds)
Scope of service:		Scope of service:	
<u> </u>		<u> √</u> ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.		Priority 4: API data is not available at this time. Charter School synthesizes other state and federal accountability information into reports and regularly reviews progress towards targets.	
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.		Priority 4: Charter School offers courses that meet UC/CSU admission requirements.	
Scope of service:		Scope of service:	
<u></u>		_✓_ALL	
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	\$65,000.00		\$65,000.00
 Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school. 	College Advisor salary & benefits	Priority 4: Charter School offers 4-year academic plans, outlining the classes students will take during their four years of high school.	College Advisor salary & benefits
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u>✓</u> ALL	
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	\$20,000.00 ELD core materials		\$5,000.00 ELD core materials
 Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. 	\$10,000.00 ELD supplemental materials \$10,000.00 Focused PD on ELD standards	Priority 4: Charter School has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation according to its EL Master Plan.	\$10,000.00 ELD supplemental materials \$4,000.00 Focused PD on ELD standards

Scope of service: ALL OR:Low Income pupils _✓ English LearnersFoster Youth _✓ Redesignated fluent English proficientOther Subgroups:(Specify) Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	\$45,000.00 AP teacher salaries & benefits AP workshops	Scope of service: ALL OR:Low Income pupils✓ English LearnersFoster Youth✓ Redesignated fluent English proficientOther Subgroups:(Specify) Priority 4: Based on student needs and interests, Charter School has offered the following AP courses this year: AP Spanish, AP Calculus AB/BC, AP Government, AP World History, AP US History, AP Studio Art, AP Language, AP Literature, AP Computer	\$40,000,00 AP teacher salaries & benefits AP workshops
Scope of service:	AP test fees	Scope of service:	AP test fees
		Scope of service:	
Priority 4: 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.	\$65,000.00 College Advisor salary & benefits College Readiness classes teacher salaries & benefits	Priority 4: Charter School has offered "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.	\$65,000.00 College Advisor salary & benefits College Readiness classes teacher salaries & benefits
Scope of service:		Scope of service:	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. Charter School will continue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted based on how m teachers will have credentialing needs. Charter School has made a checklist of instructional materials to be used next year and made a purchase order for next year to ensure suffaccess to materials. Expenditure amount will be adjusted based on the number of instructional materials needed. Charter School will continue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amount will be adjust repair and cleaning needs. Charter School will continue to provide professional development to all of its teachers to ensure 100% implementation of CCSS. Expenditure will be adjusted based on PD needs.		rear to ensure sufficient unt will be adjusted based on

 Charter School has revised its EL Master Plan to better serve the needs of our EL students. Charter School will continue to provide EL support and interventions. Expenditure amount will be adjusted based on the ELD materials and PD needs.
 Charter School will continue to use the MAP test to set targets for student subgroups and each student. Charter School will continue to regularly review student performance towards targets and provide additional supports and interventions. Expenditure amount will be adjusted based on the number of instructional support personnel.
• Charter School will continue to provide courses that meet UC/CSU requirements. Our college advisor will continue to work with our students on their 4-year academic plans.
Charter School will to offer the same AP courses next year and add additional courses depending on student needs and interests.
Charter School will continue to offer Advisory and College Readiness classes in high school.

Original GOAL from prior year LCAP:	All students will become independent, innovative scholars.		Related State and/or Local Priorities: 1 2 3 4 5 6 7_
Goal Applies	Priority 7:		Priority 7: Charter School provides 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest
Expected Annual Measurable Outcomes:	 Charter School will provide 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 the Charter School. At least 5% of all students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club. At least 90% of our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study. Priority 8: At least 80% of all students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo. At least 80% of all students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency. At least 80% of all students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency. 	Actual Annual Measurable Outcomes:	Elective courses offered in 2015-16 include: Computer, Art, Spanish, Turkish, Marine Biology, Psychology, Robotics, Science Explorers, weightlifting etc. 100% of students have sufficient access to all academic and educational programs provided by the Charter School. 7% of all students enrolled in the Charter School's grades 6-8 take the "Advanced Matticlass or club. 100% of our graduating class has taken a Computer/Technology class and/or experience blended learning in their program of study. Priority 8: 80% of all students enrolled in the Charter School has created or demonstrated a STEA focused project, experiment, model or demo. 80% of all students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 have demonstrated proficiency. 95% of all students enrolled in the Charter School's Computer/Technology classes received a grade of "C" or better in 2014-15. We expect a rate of 100% in 2015-16.
	LCAP Yea	r : 2015-16	Actual Actions/Comisses
Planned Actions/Services Budgeted Expenditures			Actual Actions/Services Estimated_Actual Annual Expenditur
Priority 7: 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.		Priority 7: Charter School has properties charter petition.	\$5,000.00 provided students with core courses and electives as outlined in its FuelEd course fees
Scope of service: ✓ ALL		Scope of service: ✓ ALL	
ALL		_ <u>ALL</u>	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: 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 subgroups.		Priority 7: Charter School has designed its master schedule to meet the needs of all students.	
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u>✓</u> ALL	
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		Priority 1: Charter School offers "Advanced Math" class and club to students in grades 6-8.	
Scope of service:		Scope of service:	
ALL		<u> ✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: 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.	\$00.00 STEAM Festival and Expo expenses	Priority 7: Charter School has provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School has organized a local STEAM festival. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities.	\$15,000.00 STEAM Festival and Expo expenses
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u>✓</u> ALL	
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	\$160,000.00 Computer/Technology teacher salaries & benefits	Priority 7: Charter School offers Computer/Technology classes and/or blended learning experience for our students.	\$160,000.00 Computer/Technology teacher salaries & benefits
_ ✓ _ALL		<u> ✓</u> ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			
	Goal, actions, and services will be maintained.			
	Charter School will continue to provide core courses and electives as outlined in its charter petition and provide 100% access to all students.			
What changes in actions, sorvices, and	Charter School will continue to expand its online course offerings through Fuel Education and/or McGraw Hill Curriculum and/or APEX.			
What changes in actions, services, and expenditures will be made as a result of reviewing	Charter School will continue to offer "Advanced Math" class and club to students in grades 6-8.			
past progress and/or changes to goals?	Charter School will continue to organize a local STEAM festival, participate in the Magnolia-wide STEAM expo and county-wide science fairs and activities.			
	 Charter School will continue to offer Computer/Technology classes and/or blended learning experience for our students. Charter School will continue to provide PD to our staff on Blended Learning. 			

Original GOAL from prior year LCAP:	All students, families, staff, and other stakeholders will feel a sense of community and connected. Schools:	Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify		
Goal Applies to	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	Priority 3: Charter School will hold a minimum of 4 SSC meetings per year. Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year. Charter School will hold a minimum of 5 parent activities/events per year. Teachers will update SIS records weekly. Charter School will send a minimum of 4 progress reports/cards to parents per year. At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: Charter School will maintain an ADA rate of at least 95%. Charter School will maintain a chronic absenteeism rate of no more than 1%. Charter School will maintain a high school dropout rate of no more than 1%. Charter School will maintain a four-year cohort graduation rate of at least 75%. Priority 6: Charter School will maintain a student suspension rate of no more than 1%. Charter School will maintain a student suspension rate of no more than 1%. Student participation rate in the school experience survey will be at least 80%. Parent participation rate in the school experience survey will be at least 90%. Approval rating on school experience survey will be at least 90%.	Actual Annual Measurable Outcomes:	 Priority 3: Charter School has held 3 SSC meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. Charter School has held 3 English Learner Advisory Committee (ELAC) meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. Charter School has held 7 Parent Task Force (PTF) meetings in 2015-16 so far and will have held a total of 8 meetings by the end of the school year. Charter School has held more than 5 parent activities/events this year. Teachers update SIS records weekly. Charter School has sent 5 progress reports/cards to parents in 2015-16 so far and will have sent a total of 6 progress reports/cards by the end of the school year. 40% of Charter School's students have been home-visited by the teachers in 2015-16 so far. Priority 5: Charter School maintained an ADA rate of 95% in 2014-15. Our rate in 2015-16 so far is 95% and we expect a rate of at least 95% by the end of the school year. Charter School maintained a chronic absenteeism rate of 7% in 2014-15. Our rate in 2015-16 so far is 7% and we expect a rate of 5% by the end of the school year. Charter School maintained a middle school dropout rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Charter School maintained a high school dropout rate of 1% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Charter School maintained a high school dropout rate of 1% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Charter School maintained a four-year cohort graduation rate of 95% in 2014-15. We expect a rate of 95% by the end of the 2015-16 school year. Priority 6: Charter School maintained a student suspension rate of less than 1% in 2014-15. Our rate 	

85%.			in 2015-16 so far is less than1% and we expect a rate of no m the school year.	ore than 4% by the end of
			 Charter School maintained a student expulsion rate of 0% in so far is 0% and we expect a rate of 0% by the end of the sch 	
			Student participation rate in the school experience survey is	89% in 2015-16.
			Parent participation rate in the school experience survey is 7	5% in 2015-16.
			Staff participation rate in the school experience survey is 909	6 in 2015-16.
			 Approval rating on school experience surveys in 2015-16: 	
			Students: 63% Parents: 91% Staff: 95%	
	LCAP Yea	r : 2015-16		
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated_Actual Annual Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		Priority 3: Charter School will have meetings.	ave parents on its School Site Council (SSC) and hold periodic SSC	
Scope of service:		Scope of service:		
✓ ALL		<u>√</u> ALL		
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsFoster YouthRe Subgroups:(Specify)_	edesignated fluent English proficientOther	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.		Priority 3: Charter School will have periodic ELAC meeting	ave an English Learner Advisory Committee (ELAC) and hold	
Scope of service:		Scope of service:		
<u></u>		<u> </u>		
OR:Low Income pupilsEnglish Learners		OR:Low Income pupils	English Learners	
Foster YouthRedesignated fluent English proficient		Foster YouthRe	edesignated fluent English proficientOther	
Other Subgroups:(Specify)		Subgroups:(Specify)_		
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.		Priority 3: Charter School will ha	ave a Parent Task Force (PTF) and hold periodic PTF meetings.	
Scope of service:		Scope of service:		
<u> </u>		_ √ _ALL		

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.		Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	
Scope of service:		Scope of service:	
ALL		ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3:	\$28,200.00	Priority 3: Charter School will provide parents with access to course material, homework	\$28,200.00
 Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. 	5800-SIS fees	assignments, projects, and records of students' grades through SIS, an online web portal.	5800-SIS fees
Scope of service:		Scope of service:	
<u>√</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: Charter School will communicate with the parents of academically low-achieving students.		Priority 3: Charter School will communicate with the parents of academically low-achieving students.	
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3:	\$20,000.00	Priority 3:	\$10,000.00
 Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. 	Home-visit stipends (Title I funds)	 Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. 	Home-visit stipends (Title I funds)
Scope of service:		Scope of service:	
ALL		<u> </u>	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	\$160,000.00 Dean of Culture salary & benefits Life Skills teacher salary & benefits	Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families. Academic and socio-emotional support will be provided to address student needs.	\$160,000.00 Dean of Culture salary & benefits Life Skills teacher salary & benefits
Scope of service:		Scope of service:	
ALL		<u>√</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$30,000.00 Attendance clerk salary & benefits	Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$30,000.00 Attendance clerk salary & benefits
Scope of service:	benefits	Scope of service:	Selients
✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	\$65,000.00 College Advisor salary & benefits	Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	\$65,000.00 College Advisor salary & benefits
Scope of service:	_	Scope of service:	
Priority 5: ■ Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	\$00.00 Fuel Ed credit recovery course fees	Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	\$5,000.00 Fuel Ed credit recovery course fees
Scope of service:		Scope of service:	
ALL OR:		✓ ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

	1 .		
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	\$85,000.00 Dean of Students salary & benefits	Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	\$85,000.00 Dean of Students salary & benefits
Scope of service:		Scope of service:	
✓ ALL		✓ ALL	
OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$10,000.00 Teacher PD on Edge Coaching	Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$10,000.00 Teacher PD on Edge Coaching
and help create an atmosphere of trust, respect, and high expectations.	Ů	relationships, and help create an atmosphere of trust, respect, and high expectations.	5
Scope of service:		Scope of service:	
<u>✓</u> ALL		ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.		Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00 Survey expenses	Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00 Survey expenses
Scope of service:		Scope of service:	
<u> </u>		<u></u> ✓_ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Goal, actions, and services will be maintained.

- Charter School will continue to provide opportunities for parent involvement. Expenditure amount will be adjusted based on SIS fees, parent events/activities, and number of home visits.
- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.
- Charter School will continue to offer 4-year academic plans, credit recovery classes, and monitor for timely high school graduation.
- · Charter School will continue to assess its suspension policies and procedures and encourage positive student behavior and improvements.
- Charter School will continue to administer school experience surveys to students, parents, and staff. Charter School will continue to use survey results for school improvement.

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:

\$1,379.594

Charter School's identified amount of funds in the LCAP year is approximately \$1,289,148.00. These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students.

Charter School will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, Life Skills, positive behavior support and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils:

Low income pupils:

Actions and services:

- Charter School will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements.
- Charter School will expand summer learning programs to prevent summer learning loss.
- Charter School will provide resources for increased outreach efforts to low income families including home visits and meetings.
- Charter School will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources.
- Charter School will provide targeted assistance to low income students in career/college readiness activities and guidance.
- Charter School will provide STEAM related courses, clubs, field trips, competitions, and other activities to promote STEAM.
- Charter School will provide bullying prevention training.
- Charter School will provide/pilot programs such as Second Step and Why Try to provide explicit social/emotional instruction.

Anticipated expenditures: \$200,000.00

- Afterschool programs
- Summer learning programs
- Home visits
- Parent trainings
- Career/college readiness activities for low income pupils

Foster youth:

Actions and services:

- Foster youth will receive educational counseling.
- Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- Charter School will improve communication with foster guardians.

Anticipated expenditures: \$20,000.00

Guidance/PSA counselor

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- Charter School will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- Charter School will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- Charter School will provide additional teaching sections of EL intervention courses.
- Charter School will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- Charter School will provide culturally and linguistically relevant materials for students.
- Charter Scholl will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- Charter School will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- Charter School will regularly review progress towards targets.
- Charter School will provide additional supports and interventions, as needed.

Anticipated expenditures: \$120,000.00

- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPs).

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

32.49 %

Charter School Proportionality Calculation:

Charter School's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. The Charter School addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

- (2) The total number of cohort members.
- (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy-2 Contact (Name, Title, Email, Phone Number): Steven Keskinturk, Principal, skeskinturk@magnoliapublicschools.org, (818) 758-0300 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-2 ("MSA-2" or "Charter School") 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, Dean meetings, and staff meetings. In addition, the Charter School conducts surveys for parents, students, and teachers 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 LEP students and immigrants, and a WASC action plan for continual 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.

Impact on LCAP

All major groups have been informed of the LCAP work and given an opportunity to participate. The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP:

- Fully implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development
- Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement
- Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets
- Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups
- Develop college-preparedness
- Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in the Charter School to maintain sense of safety and school connectedness

Annual Update:

The Charter School held its periodical meetings in 2015-16 to gather input from is stakeholders. These include 4 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 5 parent activities/events including s 2nd Cup of Coffee with the Principal meetings, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was 20%. The Charter School staff made 120 home visits during 2015-16 and sought feedback from the parents for school improvement.

Annual Update:

Based on input from all stakeholders and available data through surveys and student achievement/school data, the Charter School has updated its LCAP. Some of the updates include:

- Purchasing of common-core aligned instructional materials
- Addition of school-level support positions, e.g., instructional coach
- Improvements in English Learner services
- Expanding summer school
- Increasing employee salaries and implementing performance pay
- Increasing college preparedness by offering "Advisory" classes, a college planning and career exploration program for students, offering special programs to prepare students for the SAT/ACT tests, and encouraging students to take AP courses and participate in the EAP
- Investing in effective technology to enhance instruction in the classroom
- Offering an annual STEM festival and a STEM expo
- Other input includes improving school facilities, identification and support of immigrant students and foster youth, decreasing truancy and sustaining after school and Saturday programs.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL #1:	All students will pursue academic excellence and be college/career ready.	Related State and/or Local Priorities: 1 _ ✓ 2 _ ✓ 3 _ 4 _ ✓ 5 _ 6 _ 7 8 _ ✓ _ COE only: 9 _ 10 Local : Specify
Identified Goal App	To increase the percentage of graduating seniors who will have successfully completed To increase the percentage of ELs who make progress toward English language proficie To increase the percentage of ELs who are reclassified as FEP To increase the percentage of students who take and pass AP exams To increase the percentage of students who are on track to be college/career ready Priority 8: To increase student proficiency in all courses Schools: All	age Arts/Literacy and math on the CAASPP assessment system I-wide and for all student subgroups I courses that satisfy the UC/CSU or career technical education program
	Applicable Pupil Subgroups: All LCAP Year 1	: 2016-17
Expected Measu Outco	Priority 1: 100% of Charter School's teachers will be appropriately assigned and fully credentia. 100% of students will have sufficient access to standards-aligned instructional mate. At least 90% of the items on facility inspection checklists will be in compliance/good Priority 2: 1 Charter School will provide 100% implementation of CCSS in Math, ELA, History for Priority 4: All student subgroups will meet or exceed proficiency targets in English Language A. For all student subgroups, the percentage of students performing proficient on the 2017. For all student subgroups, the percentage of students performing proficient on the will increase by 5% from fall to spring. Charter School will meet or exceed the annual API growth targets for all student su At least 90% of graduating seniors will have successfully completed courses that sare The percentage of EL students making annual progress in learning English as measu. The percentage of EL students who are reclassified will increase by 3% from the priority at least 80% of students in grades 9-11 will participate in the PSAT test. At least 80% of students who participate in the PSAT test will meet or exceed colleged At least 80% of students who participate in the EAP assessment. At least 30% of students who participate in the EAP assessment.	all students. Science will be rolled out over 3 years, starting with 6th graders. rts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2016 to Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment begroups. isfy the UC/CSU or career technical education program requirements. red by the CELDT and/or ELPAC will increase by 3% from the prior year. 3 or higher. e readiness benchmarks for their grade level.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	All	✓_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$30,000.00 5800-BTSA expenses, EL authorization fees
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.	All		
Priority 1: Charter School will annually review alignment of instructional materials to standards.	All		
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify) 	
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	All		\$25,000.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.	All		

		Other Subgroups:(Specify)	
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	All	<pre></pre>	\$50,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS.	All		\$7,500.00 MAP testing fees
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$70,000.00 5800 Professional Development on CCSS
Priorities 2 & 4 & 8: Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$5,000.00 5800 Professional Development on EL strategies
Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	Power English and Power Math teacher salaries (Title I funds)
Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$37,000.00 After school and Saturday ELA and math tutoring (Title I funds)
Priorities 2 & 4 & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data,	All	✓ ALL	\$80,000.00

	as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.		OR:	Dean of Academics salary & benefits
			Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$160,000.00 Title I/Intervention Math and English teacher salary & benefits (Title I funds)
•	Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.	All		
•	Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.	All	_ <u>✓_ALL</u> OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
•	Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$70,000.00 College Advisor salary & benefits
•	Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	English Learners Redesignated fluent English proficient	ALL OR:Low Income pupils✓_English LearnersFoster Youth✓_Redesignated fluent English proficientOther Subgroups:(Specify)	\$15,000.00 ELD core materials \$5,000.00 ELD supplemental materials \$5,000.00 Focused PD on ELD standards
•	Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	All	ALL OR:Low Income pupils✓_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$85,000.00 AP teacher salaries & benefits AP workshops AP test fees
•	Priority 4: 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.	All		\$70,000.00 College Advisor salary & benefits College Readiness

Other Subgroups:(Specify)	classes teacher salaries & benefits
OR:Low Income pupilsEnglish LFoster YouthRedesignatedOther Subgroups: (Specify)	_earners fluent English proficient

GOAL #2:	All students will become independent, innovative scholars.			Related State and/or L 1 2 3 4 5 6 COE only: 9 Local : Specify	6 7 <u>_ √</u> 8 <u>_ √</u> _ 10	
Identifie	Priority 7: Identified Need: To increase access to all possible courses and programs					
Goal Ap	oplies to: Schools: All Applicable Pupil Subgroups: All					
		LCAP Ye	ear 1: 2016-17			
Meas	100% of students will have sufficient access to all ac At least 5% of all students enrolled in the Charter So At least 90% of our graduates will have taken a Com Priority 8: At least 80% of all students enrolled in the Charter So	cademic and educational chool's grades 6-8 will be nputer/Technology class School will create or dem School's "Advanced Matl	e taking the "Advanced Math" class or club. and/or experienced blended learning in their program of study nonstrate a STEAM focused project, experiment, model or dem h" class or club in grades 6-8 will demonstrate proficiency.	y.		
	Actions/Services	Scope of Service	Pupils to be served within identif	fied scope of service	Budgeted Expenditures	
subjects (?: ichool will provide students with a broad array of courses including core (English, mathematics, social sciences, and science) and electives as outlined in er petition.	All	✓ ALL OR: _Low Income pupilsEnglish Learn _Foster YouthRedesignated fluent _Other Subgroups:(Specify)	t English proficient		
	ichool will design its master schedule to meet the needs of its students to Il academic content areas are available to all students, including student	All		ners It English proficient	\$80,000.00 Dean of Academics salary & benefits	
Priority 7 Charter S	7: ichool will offer an "Advanced Math" class or club to students in grades 6-8.	All	✓ ALL OR: _Low Income pupilsEnglish Learn _Foster YouthRedesignated fluen _Other Subgroups:(Specify)	t English proficient		

Priority 7: 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.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	All	✓_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$70,000.00 Computer/Technology teacher salaries & benefits \$20,000.00 Focused PD on Blended Learning

GOAL #3: All students, famil	ies, staff, and other stakeholders will feel a sense of commun	ity and connectedness.	Related State and/o 1 2 3_ <u>v</u> _ 4 8 COE only: 9 Local : Specify	567		
Identified Need :	Priority 3: To increase parental involvement and seek parent input To promote parent participation 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		or the Charter School			
Goal Applies to: Schools: All						
		LCAP Ye	ar 1 : 2016-17			
Expected Annual Measurable Outcomes:	Priority 3: Charter School will hold a minimum of 4 SSC meeting Charter School will hold a minimum of 4 English Leau Charter School will hold a minimum of 7 Parent Task Charter School will hold a minimum of 5 parent activ Teachers will update SIS records weekly. Charter School will send a minimum of 4 progress re At least 25% of Charter School's students will be hor Priority 5: Charter School will maintain an ADA rate of at least 1 Charter School will maintain a chronic absenteeism of Charter School will maintain a middle school dropout of Charter School will maintain a high school dropout of Charter School will maintain a four-year cohort grad Priority 6: Charter School will maintain a student suspension rate Student participation rate in the school experience sure Parent participation rate in the school experience sure Staff participation rate in the school experience sure Approval rating on school experience sureys of student participation of experience sureys of student participation of experience sureys of student participation rate in the school experience sure Approval rating on school experience sureys of student participation rate in the school experience sureys of student participation rate in the school experience sureys of student participation rate in the school experience sureys of student participation rate in the school experience sureys of student participation rate in the school experience sureys of student participation rate in the school experience sureys of student participation rate in the school experience sureys of student participation rate in the school experience sureys of student participation rate in the school experience sureys of student participation rate in the school experience sureys of student participation rate in the school experience sureys of student participation rate in the school experience sureys of student participation rate in the school experience sureys of student participation rate in the school experience sureys of student participation rate in the school experi	rner Advisory Committee Force (PTF) meetings p rities/events per year. ports/cards to parents ne-visited by the teache posts. rate of no more than 1% t rate of no more than 1% uation rate of at least 7 rite of no more than 1%. urvey will be at least 80 rey will be at least 50 rey will be at least 50%	per year. %. 5%.			
Ac	ctions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
Priority 3: Charter School will have paren	nts on its School Site Council (SSC) and hold periodic SSC	All	<u>√</u> ALL			

	meetings.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify) 	
•	Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	English Learners	ALL OR:Low Income pupils✓_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
•	Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify) 	
•	Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$35,000.00 5800-SIS fees
•	Priority 4: Charter School will communicate with the parents of academically low-achieving students.	All		
	Priority 3: Charter School teachers will visit students at their homes to discuss student progress	All	<u>✓ ALL</u>	\$20,000.00

	and enhance student learning and involvement.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Home-visit stipends (Title I funds)
•	Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$80,000.00 Dean of Culture salary & benefits \$60,000.00 Life Skills teacher salary & benefits
•	Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	All		\$55,000.00 Attendance clerk salary & benefits
•	Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	All		\$70,000.00 College Advisor salary & benefits
•	Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$10,000.00 Fuel Ed and APEX credit recovery course fees
•	Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$80,000.00 Dean of Students salary & benefits
•	Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$15,000.00 Teacher PD on Edge Coaching

Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
Priority 6: Charter School will annually administer school experience surveys to students, parents,	All	<u>✓ ALL</u>	\$5,000.00
and staff.		OR:	Survey Expences
		Low Income pupilsEnglish Learners	
		Foster YouthRedesignated fluent English proficient	
		Other Subgroups:(Specify)	

Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Related State and/or Local Prior 1 2 3 4 5 6 COE only: 9 Local : Specify Local : Specify				
Expected Annual Measurable Outcomes:	Priority 1: 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of students will have sufficient access to standards-aligned instructional materials. At least 90% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: Charter School will provide 100% implementation of CCSS for all students. Priority 4: For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2015 to 2016. For all student 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% from fall to spring. Charter School will meet or exceed the annual API growth targets for all student subgroups. At least 80% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 3% from the prior year. At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher.	Actual Annual Measurable Outcomes:	Priority 1: 100% of Charter School's teachers are appropriately assigned and fully credentialed as required by law and the charter. 100% of students have sufficient access to standards-aligned instructional materials. At least 90% of the items on facility inspection checklists are in compliance/good standing. Priority 2: Charter School provides 100% implementation of CCSS for all students. Priority 4: For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system is expected to increase by 5% from 2015 to 2016. More specific targets will be set as 2016 SBAC data becomes available.) ELA/Literacy Math 2015 2016 (Expected) 2015 2016 (Expected) Schoolwide 29% 34% 26% 31% Socioecon. Disadv. 28% 33% 23% 28% English Learners 0% 5% 29% 34% Hispanic or Latino 27% 32% 24% 29% African American 25% 30% 8% 13% For all student 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 was expected to increase by 5% from fall to spring. Following are the proficiency percentages for our subgroups: Reading/ELA Math		
	 At least 80% of students in grades 9-11 will participate in the PSAT test. At least 30% of students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level. 		Fall 2015 Spring 2016 Fall 2015 Spring 2016 Schoolwide 30% 35% 23% 28% Socioecon. Disadv. 28% 33% 23% 28% English Learners 4% 9% 2% 7% Hispanic or Latino 28% 33% 22% 27% African American 14% 19% 14% 19%		

At least 200/ of students in grade 11 will porticipate in the EAD of	accaccment			1
At least 30% of students who participate in the EAP assessment preparedness. Priority 8: At least 80% of all students enrolled in the Charter School for a freceive a grade of "C" or better (or perform "proficient" on the tests) in core subjects and electives.	will demonstrate college		 API data is not available at this time. 81% of graduating seniors have successfully completed co career technical education program requirements in 2014 in 2015-16. 2014-15: 100% 2015-16: 100% (expected) The percentage of EL students who are reclassified in 2014 expect to raise the percentage to 20%. 90% of the graduating seniors in 2014-15 school year pass or higher at any point during their high school. We expect in 2015-16. 2014-15: 90% 2015-16: 90% (expected) 100% of students in grades 9-11 participated in the PSAT tent met or exceeded college readiness benchmate the PSAT test met or exceeded college readiness benchmate to keep the rate of 100% in 2015-16. 42% of students who participated in ELA portion of the EAC college preparedness in 2014-15. We expect a rate of 47% who participated in Math portion of the EAP assessment of preparedness in 2014-15. We expect a rate of 31% in 2015 Priority 8: 	4-15 school year was 18%. We ded an AP exam with a score of 3 keep or exceed this rate of 90% dest in 2015-16. dest students who participated in arks for their grade level. dest in 2014-15. We expect AP assessment demonstrated in 2015-16. 26% of students demonstrated demonstrated college
			 80% of all students enrolled in the Charter School for a ful grade of "C" or better (or performed "proficient" on the re in core subjects and electives. We expect a rate of ≥80% in 	elated state standardized tests)
	LCAP Yea	r : 2015-16		
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated_Actual Annual Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Scope of service: \$10,000.00 5800-BTSA expenses, EL authorization fees		teachers for their cre	Is have been reviewed. Charter School has supported 4 of its dentialing needs.	\$12,000.00 5800-BTSA expenses, EL authorization fees
✓ ALL		Scope of service: ✓ ALL		

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.		Priority 1: Charter School is compliant with its teacher assignments.	
Scope of service:		Scope of service:	
Priority 1: Charter School will annually review alignment of instructional materials to standards.		Priority 1: Charter School has reviewed its current instructional materials and they are aligned to standards. Charter School has reviewed its current instructional materials and they are aligned to standards.	
Scope of service:		Scope of service:	
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.		Priority 1: Charter School keeps an inventory of instructional materials and corresponding purchase of materials.	
Scope of service:		Scope of service:	
✓_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)		✓_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	\$483,000.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: Charter School has used its budget to ensure sufficient access to instructional materials.	\$237,884.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service:		Scope of service:	
		✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.		Priority 1: Charter School has done annual and monthly facility inspections to screen for safety hazards.	
Scope of service:		Scope of service:	
_✓ ALL		✓ ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	\$95,000.00		\$46,539.00
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: Charter School has maintained its campus cleanliness through daily general cleaning.	5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 2:	\$10,000.00	Priority 2:	\$6,000.00
Charter School will ensure curricula and assessments are aligned to the CCSS.	MAP testing fees	 Charter School implements curricula and assessments aligned to the CCSS. 	MAP testing fees
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	\$120,000.00	Priority 2:	\$10,000.00
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	5800 Professional Development on CCSS	Teachers have participated in professional development on the implementation of CCSS.	5800 Professional Development on CCSS
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	_
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priorities 2 & 4 & 8:	\$10,000.00	Priorities 2 & 4 & 8:	\$4,000.00
 Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 	5800 Professional	 Charter School provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 	5800 Professional

	Development on EL strategies		Development on EL strategies
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>√</u> ALL	
OR:		OR:	
Low Income pupils English Learners		Low Income pupils English Learners	
Foster YouthRedesignated fluent English proficient		Foster Youth Redesignated fluent English proficient Other	
Other Subgroups:(Specify)		Subgroups:(Specify)	
	\$35,000.00		\$35,000.00
Priorities 2 & 4 & 8:		Priorities 2 & 4 & 8:	
 During the day, Charter School will provide additional supports and interventions to all students, including ELs. 	Power English and Power Math teacher salaries	 During the day, Charter School provides additional supports and interventions to all students, including ELs. 	Power English and Power Math teacher salaries
Students, meduling Els.	(Title I funds)	students, meduang LES.	(Title I funds)
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>√</u> ALL	
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
oubgroups.(Opeony)		Cabgroups.(Opecity)	
	\$35,000.00		\$35,000.00
Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students,	After school and Saturday	Priorities 2 & 4 & 8: Charter School provides additional supports and interventions to all students, including	After school and Saturday
including ELs, during after school hours and on Saturday.	ELA and math tutoring	ELs, during after school hours and on Saturday.	ELA and math tutoring
	(Title I funds)		(Title I funds)
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	\$90,000.00		\$80,000.00
	Dean of Academics salary		Dean of Academics salary
Priorities 2 & 4 & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data,	& benefits	Priorities 2 & 4 & 8: Charter School synthesizes CAASPP and MAP student achievement and growth data, as	& benefits
as well as course grades, and other state and internal assessment scores, into reports and	\$145,000.00	well as course grades, and other state and internal assessment scores, into reports and	¢140,000,00
regularly review progress towards targets.	Title I/Intervention	regularly reviews progress towards targets.	\$140,000.00 Title I/Intervention teacher
	teacher salary & benefits		salary & benefits
Scope of service:	(Title I funds)		(Title I funds)
'		Scope of service:	
ALL		<u>√</u> ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.		Priority 4: API data is not available at this time. Charter School synthesizes other state and federal accountability information into reports and regularly reviews progress towards targets.	
Scope of service: ALL OD:		Scope of service: <u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.		Priority 4: Charter School offers courses that meet UC/CSU admission requirements.	
Scope of service:		Scope of service:	
Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.	\$65,000.00 College Advisor salary & benefits	Priority 4: Charter School offers 4-year academic plans, outlining the classes students will take during their four years of high school.	\$65,000.00 College Advisor salary & benefits
Scope of service: ✓ ALL		Scope of service: ✓ ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	\$20,000.00 ELD core materials \$10,000.00 ELD supplemental materials \$10,000.00 Focused PD on ELD standards	Priority 4: Charter School has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation according to its EL Master Plan.	\$5,000.00 ELD core materials \$10,000.00 ELD supplemental materials \$4,000.00 Focused PD on ELD standards

Scope of service:		Scope of service:	
ALL		ALL	
OR:Low Income pupils English LearnersFoster Youth Redesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupils English LearnersFoster Youth Redesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	\$45,000.00 AP teacher salaries & benefits AP workshops AP test fees	Priority 4: Based on student needs and interests, Charter School has offered the following AP courses this year: AP Spanish, AP Calculus AB, AP US History, AP Language, AP Literature, AP Computer, AP Biology.	\$45,000,00 AP teacher salaries & benefits AP workshops AP test fees
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: 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.	\$65,000.00 College Advisor salary & benefits College Readiness classes teacher salaries & benefits	Priority 4: Charter School has offered "Advisory" classes in grades 9-12 and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.	\$65,000.00 College Advisor salary & benefits College Readiness classes teacher salaries & benefits
Scope of service:		Scope of service:	
ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		✓ ALL OR: _ Low Income pupilsEnglish Learners _ Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Charter School has ma access to materials. Ex Charter School will cor repair and cleaning near	ntinue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted dentialing needs. Indee a checklist of instructional materials to be used next year and made a purchase order for next year and made a purchase order for next year and made and purchase order for next year and made and mount will be adjusted based on the number of instructional materials needed. Intinue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amount eds.	rear to ensure sufficient unt will be adjusted based on

 Charter School has revised its EL Master Plan to better serve the needs of our EL students. Charter School will continue to provide EL support and interventions. Expenditure amount will be adjusted based on the ELD materials and PD needs.
 Charter School will continue to use the MAP test to set targets for student subgroups and each student. Charter School will continue to regularly review student performance towards targets and provide additional supports and interventions. Expenditure amount will be adjusted based on the number of instructional support personnel.
 Charter School will continue to provide courses that meet UC/CSU requirements. Our college advisor will continue to work with our students on their 4-year academic plans.
Charter School will continue to offer the same AP courses next year and add additional courses depending on student needs and interests.
Charter School will continue to offer Advisory and College Readiness classes in high school.

Original GOAL from prior year LCAP:	All students will become independent, innovative scholars.		Related State and/or Local Pri 1 2 3 4 5 6 8_ <u>v</u> COE only: 9 10 Local : Specify	7
Goal Applies to	Schools: All Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	Priority 7: Charter School will provide 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 the Charter School. At least 5% of all students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club. At least 90% of our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study. Priority 8: At least 80% of all students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo. At least 80% of all students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency. At least 80% of all students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.	Actual Annual Measurable Outcomes:	 Priority 7: Charter School provides 100% of the programs and services outlined in its opetition, certain programs and services being dependent on student need a Elective courses offered in 2015-16 include: Computer, Art, Spanish, Roboti Explorers, etc. 100% of students have sufficient access to all academic and educational proprovided by the Charter School. 5% of all students enrolled in the Charter School's grades 6-8 take the "Advictass or club. 100% of our graduating class has taken a Computer/Technology class and/oblended learning in their program of study. Priority 8: 80% of all students enrolled in the Charter School has created or demonstrated project, experiment, model or demo. 70% of all students enrolled in the Charter School's "Advanced Math" class grades 6-8 have demonstrated proficiency. 90% of all students enrolled in the Charter School's Computer/Technology or received a grade of "C" or better in 2014-15. We expect a rate of 90% in 2015. 	or club in
	Planned Actions/Services	r: 2015-16	Actual Actions/Services	
	Budgeted Expenditures		Estimat	ed_Actual xpenditures
	ovide students with a broad array of courses including core subjects s, social sciences, and science) and electives as outlined in its charter	Priority 7: Charter School has postarter petition. Scope of service:	\$5,000.00 rovided students with core courses and electives as outlined in its FuelEd cours	e fees
✓ ALL		✓ ALL		

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: 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 subgroups.		Priority 7: Charter School has designed its master schedule to meet the needs of all students.	
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u></u> ✓_ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		Priority 1: Charter School offers "Advanced Math" class or club to students in grades 6-8.	
Scope of service:		Scope of service:	
<u> </u>		<u></u> ✓_ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: 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.	\$00.00 STEAM Festival and Expo expenses	Priority 7: Charter School has provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School has organized a local STEAM festival. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities.	\$15,000.00 STEAM Festival and Expo expenses
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	\$80,000.00 Computer/Technology teacher salaries & benefits	Priority 7: Charter School offers Computer/Technology classes and/or blended learning experience for our students.	\$70,000.00 Computer/Technology teacher salaries & benefits
<u>✓_</u> ALL		<u></u> ✓_ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			
	Goal, actions, and services will be maintained.			
What changes in actions, convices, and	• Charter School will continue to provide core courses and electives as outlined in its charter petition and provide 100% access to all students.			
	Charter School will continue to expand its online course offerings through Fuel Education and/or McGraw Hill Curriculum and/or APEX.			
What changes in actions, services, and expenditures will be made as a result of reviewing	Charter School will continue to offer "Advanced Math" class or club to students in grades 6-8.			
past progress and/or changes to goals?	Charter School will continue to organize a local STEAM festival, participate in the Magnolia-wide STEAM expo and county-wide science fairs and activities.			
	 Charter School will continue to offer Computer/Technology classes and/or blended learning experience for our students. Charter School will continue to provide PD to our staff on Blended Learning. 			

Original GOAL from prior year LCAP:	Related State and/or Local Priorities: 1 2 3 4 5 6 7 All students, families, staff, and other stakeholders will feel a sense of community and connectedness. 8 COE only: 9 10 Local: Specify		
Goal Applies to	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Priority 3: Charter School will hold a minimum of 4 SSC meetings per year. Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year. Charter School will hold a minimum of 5 parent activities/events per year. Teachers will update SIS records weekly. Charter School will send a minimum of 4 progress reports/cards to parents per year. At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: Charter School will maintain an ADA rate of at least 95%. Charter School will maintain a chronic absenteeism rate of no more than 1%. Charter School will maintain a high school dropout rate of no more than 1%. Charter School will maintain a four-year cohort graduation rate of at least 75%. Priority 6: Charter School will maintain a student suspension rate of no more than 1%. Student participation rate in the school experience survey will be at least 25%. Staff participation rate in the school experience survey will be at least 25%. Approval rating on school experience survey will be at least 90%. Approval rating on school experience survey of students, parents, and staff will be at least	Actual Annual Measurable Outcomes:	 Priority 3: Charter School has held 4 SSC meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. Charter School has held 3 English Learner Advisory Committee (ELAC) meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. Charter School has held 7 Parent Task Force (PTF) meetings in 2015-16 so far and will have held a total of 8 meetings by the end of the school year. Charter School has held more than 5 parent activities/events this year. Teachers update SIS records weekly. Charter School has sent 5 progress reports/cards to parents in 2015-16 so far and will have sent a total of 6 progress reports/cards by the end of the school year. 40% of Charter School's students have been home-visited by the teachers in 2015-16 so far. Priority 5: Charter School maintained an ADA rate of 95% in 2014-15. Our rate in 2015-16 so far is 95% and we expect a rate of at least 95% by the end of the school year. Charter School maintained a chronic absenteeism rate of 0% in 2014-15. Our rate in 2015-16 so far is less than 1%. Charter School maintained a middle school dropout rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Charter School maintained a high school dropout rate of 1% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Charter School maintained a four-year cohort graduation rate of 100% in 2014-15. We expect a rate of 90% by the end of the school year. Charter School maintained a four-year cohort graduation rate of 100% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Charter School maintained a student suspension rate of 1% in 2014-15. Our rate in 2015-16 so far is 000 maintained a student suspension rate of 1% in 2014-15. Our

85%.			 16 so far is 1% and we expect a rate of no more than 1% by Charter School maintained a student expulsion rate of 0% in so far is 0% and we expect a rate of 0% by the end of the sol Student participation rate in the school experience survey is Parent participation rate in the school experience survey is 10 Staff participation rate in the school experience survey is 10 	2014-15. Our rate in 2015-16 nool year. 89% in 2015-16.
			 Approval rating on school experience surveys in 2015-16: Students: 54% Parents: %80 Staff: 92% 	
	LCAP Yea	r : 2015-16		
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated_Actual Annual Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		Priority 3: Charter School will ha meetings.	ve parents on its School Site Council (SSC) and hold periodic SSC	
Scope of service:		Scope of service:		
		✓ ALL OR:Low Income pupilsFoster YouthRed Subgroups:(Specify)	English Learners designated fluent English proficientOther	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.		Priority 3: Charter School will ha periodic ELAC meeting	ve an English Learner Advisory Committee (ELAC) and hold gs.	
Scope of service:		Scope of service: ALL OR:Low Income pupilsFoster YouthRec Subgroups:(Specify)	English Learners designated fluent English proficientOther	
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.		Priority 3: Charter School will ha	ve a Parent Task Force (PTF) and hold periodic PTF meetings.	
Scope of service: <u>✓</u> ALL		Scope of service:ALL		

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.		Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	
Scope of service:		Scope of service:	
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$32,000.00 5800-SIS fees	 Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. 	\$32,000.00 5800-SIS fees
Scope of service:		Scope of service:	
Priority 3: Charter School will communicate with the parents of academically low-achieving students.		Priority 3: Charter School will communicate with the parents of academically low-achieving students.	
Scope of service:		Scope of service:	
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$20,000.00 Home-visit stipends (Title I funds)	Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$18,000.00 Home-visit stipends (Title I funds)
Scope of service:		Scope of service:	

Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	\$160,000.00 Dean of Culture salary & benefits Life Skills teacher salary & benefits	Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families. Academic and socio-emotional support will be provided to address student needs.	\$160,000.00 Dean of Culture salary & benefits Life Skills teacher salary & benefits
Scope of service:		Scope of service:	
ALL		<u>√</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$30,000.00 Attendance clerk salary & benefits	Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$30,000.00 Attendance clerk salary & benefits
Scope of service:	benefits	Scope of service:	Selients
✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	\$65,000.00 College Advisor salary & benefits	Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	\$65,000.00 College Advisor salary & benefits
Scope of service:	_	Scope of service:	
Priority 5: ■ Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	\$00.00 Fuel Ed credit recovery course fees	Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	\$5,000.00 Fuel Ed credit recovery course fees
Scope of service:		Scope of service:	
ALL OR:		✓ ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	\$85,000.00 Dean of Students salary & benefits	Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	\$75,000.00 Dean of Students salary & benefits
Scope of service:		Scope of service:	
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$10,000.00 Teacher PD on Edge Coaching	Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$10,000.00 Teacher PD on Edge Coaching
Scope of service:		Scope of service:	
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.		Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	
Scope of service:		Scope of service:	
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00 Survey expenses	Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$5,000.00
Scope of service:		Scope of service:	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Goal, actions, and services will be maintained.

- Charter School will continue to provide opportunities for parent involvement. Expenditure amount will be adjusted based on SIS fees, parent events/activities, and number of home visits.
- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.
- Charter School will continue to offer 4-year academic plans, credit recovery classes, and monitor for timely high school graduation.
- · Charter School will continue to assess its suspension policies and procedures and encourage positive student behavior and improvements.
- Charter School will continue to administer school experience surveys to students, parents, and staff. Charter School will continue to use survey results for school improvement.

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:

\$995,929.00

Charter School's identified amount of funds in the LCAP year is approximately \$1,202,406.00. These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students.

Charter School will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, Life Skills, positive behavior support and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils:

Low income pupils:

Actions and services:

- Charter School will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements.
- Charter School will expand summer learning programs to prevent summer learning loss.
- Charter School will provide resources for increased outreach efforts to low income families including home visits and meetings.
- Charter School will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources.
- Charter School will provide targeted assistance to low income students in career/college readiness activities and guidance.
- Charter School will provide STEAM related courses, clubs, field trips, competitions, and other activities to promote STEAM.
- Charter School will provide bullying prevention training.
- Charter School will provide/pilot programs such as Second Step and Why Try to provide explicit social/emotional instruction.

Anticipated expenditures: \$200,000.00

- Afterschool programs
- Summer learning programs
- Home visits
- Parent trainings
- Career/college readiness activities for low income pupils

Foster youth:

Actions and services:

- Foster youth will receive educational counseling.
- Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- Charter School will improve communication with foster guardians.

Anticipated expenditures: \$20,000.00

Guidance/PSA counselor

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- Charter School will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- Charter School will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- Charter School will provide additional teaching sections of EL intervention courses.
- Charter School will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- Charter School will provide culturally and linguistically relevant materials for students.
- Charter Scholl will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- Charter School will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- Charter School will regularly review progress towards targets.
- Charter School will provide additional supports and interventions, as needed.

Anticipated expenditures: \$120,000.00

- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPs).

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

28.27 %

Charter School Proportionality Calculation:

Charter School's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. The Charter School addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

- (2) The total number of cohort members.
- (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy-3 Contact: Name, Title, Email, Phone Number: John White, Principal, jwhite@magnoliapublicschools.org, (310) 637-3806 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-3 ("MSA-3" or "Charter School") 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.

Participation opportunities 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, Dean meetings, and staff meetings. In addition, the Charter School conducts surveys for parents, students, and teachers 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 (MSA-3) 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 LEP students and immigrants, and a WASC action plan for continual 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.

Annual Update:

The Charter School held its periodical meetings in 2015-16 to gather input from is stakeholders. These include 4 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 5 parent activities/events including weekly Coffee with the Principal meetings, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was 20%. The Charter School staff made 100 home visits during 2015-16 and sought feedback from the parents for school improvement.

Impact on LCAP

All major groups have been informed of the LCAP work and given an opportunity to participate. The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP:

- Fully implement state-adopted ELA and math academic content and learning standards for all students, including subgroups, and support teacher professional development
- Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students in their homes to discuss student progress and enhance student learning and involvement
- Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets
- Analyze our programs for EL, SPED, and Regular Ed to provide increased instructional support to all student subgroups
- Develop college-preparedness through rigorous classroom instruction
- Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in the Charter School to maintain sense of safety and school connectedness

Annual Update:

Based on input from all stakeholders and available data through surveys and student achievement/school data, the Charter School has updated its LCAP. Some of the updates include:

- Purchasing of common-core aligned instructional materials
- Addition of school-level support positions, e.g., Dean of Academic 6-12th grades
- Improvements in English Learner services
- Expanding summer school
- Increasing employee salaries and implementing performance pay
- Increasing college preparedness by offering "Advisory" classes, a college planning and career exploration program for students, offering special programs to prepare students for the SAT/ACT tests, and encouraging students to take AP courses and participate in the EAP
- Investing in effective technology to enhance instruction in o own he classroom
- Offering an annual LA County Science Fair Competition and our STEM expo
- Other input includes improving school facilities, identification and support of immigrant students and foster youth, decreasing truancy and sustaining after school and Saturday programs.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL #1:	All students will pursue academic excellence and be college/career ready.	Related State and/or Local Priorities: 1 _ ✓ 2 _ ✓ 3 _ 4 _ ✓ 5 _ 6 _ 7 _
Identified Goal App	To increase the percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or car To increase the percentage of ELs who make progress toward English language proficiency To increase the percentage of ELs who are reclassified as FEP To increase the percentage of students who take and pass AP exams To increase the percentage of students who are on track to be college/career ready Priority 8: To increase student proficiency in all courses	·
	LCAP Year 1: 2016-17	
Expected Measu Outco	Priority 1: 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter 100% of students will have sufficient access to standards-aligned instructional materials. At least 100% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: Charter School will provide 100% implementation of CCSS in Math, ELA, History for all students. Science will be rolled out Priority 4: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP a For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math 2017. For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our will increase by 10% from fall to spring. Charter School will meet or exceed the annual API or (internal measures) growth targets for all student subgroups.	over 3 years, starting with 6th graders. assessment system. (Specific targets will be set as data becomes available.) ath sections of the CAASPP assessment system will increase by 5% from 2016 to internal, common-core aligned Measures of Academic Progress (MAP) assessment ucation program requirements. crease by 5% from the prior year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	All	✓_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$215,000.00 5800-BTSA expenses, EL authorization fees
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.	All		
Priority 1: Charter School will annually review alignment of instructional materials to standards.	All		
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.	All		
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$100,000.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.	All	_ <u>✓_ALL</u> OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient	

		Other Subgroups:(Specify)	
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	All	✓ ALL OR:Low Income pupilsEnglish Learners	\$253,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary &
Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS.	All	Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	benefits \$6000. Supplies & OT \$3,000.00
		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	MAP testing fees
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify) 	\$20,000.00 5800 Professional Development on CCSS
Priorities 2 & 4 & 8: Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	All		\$5,000.00 5800 Professional Development on EL strategies
Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	All		\$72,000.00 Power English and Power Math teacher salaries (Title I funds)
Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$35,000.00 After school and Saturday ELA and math tutoring (Title I funds)
Priorities 2 & 4 & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data,	All	✓ ALL	\$80,000.00

	as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Dean of Academics salary & benefits \$160,000.00 Title I/Intervention Math and English teacher salary & benefits
	Priority 4:	All	Z ALL	(Title I funds)
•	Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.			
•	Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.	All		
	Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.	All	✓ ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$60,000.00 College Advisor salary & benefits
•	Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	English Learners Redesignated fluent English proficient		\$10,000.00 ELD core materials \$5,000.00 ELD supplemental materials \$5,000.00 Focused PD on ELD standards
•	Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	All	ALL OR:Low Income pupils✓_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$65,000.00 8 AP teacher salaries & benefits AP workshops AP test fees
	Priority 4: 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.	All		\$50,000.00 College Advisor salary & benefits College Readiness

Other Subgroups:(Specify)	classes teacher salaries & benefits
OR:Low Income pupilsEnglish IFoster YouthRedesignatedOther Subgroups: (Specify)	Learners fluent English proficient

GOAL	All students will become independent, innovative scholars.			Related State and/or L 1 2 3 4 5	
#2:	All students will become independent, limovative scribiars.			COE only: 9_ Local : Specify	
Identified	Priority 7: To increase access to all possible courses and programs	;			
Goal Ap	oplies to: Schools: All Applicable Pupil Subgroups: All				
		I CAP Ye	ear 1: 2016-17		
Meas	 and Annual burable At least 5% of all students enrolled in the Charter Scient At least 90% of our graduates will have taken a Compriority 8: At least 80% of all students enrolled in the Charter Scient 	nd services outlined in it ademic and educational thool's grades 6-8 will be puter/Technology class school will create or dem school's "Advanced Math	es charter petition, certain programs and services being depend programs provided by the Charter School. taking the "Advanced Math" class or club. and/or experienced blended learning in their program of study nonstrate a STEAM focused project, experiment, model or dem h" class or club in grades 6-8 will demonstrate proficiency.	y.	
	Actions/Services	Scope of Service	Pupils to be served within identif	fied scope of service	Budgeted Expenditures
Charter S subjects (Priority 7: 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.		ALL OR:Low Income pupilsEnglish Learn	ners	
			Foster YouthRedesignated fluenOther Subgroups:(Specify)	nt English proficient	
	chool will design its master schedule to meet the needs of its students to I academic content areas are available to all students, including student	All	✓_ALL OR: _Low Income pupilsEnglish Learn _Foster YouthRedesignated fluen _Other Subgroups:(Specify)	nt English proficient	\$60,000.00 Dean of Students salary & benefits
Priority 7 Charter S	: chool will offer an "Advanced Math" class or club to students in grades 6-8.	All	ALL OR:Low Income pupilsEnglish LearnFoster YouthRedesignated fluenOther Subgroups:(Specify)	nt English proficient	

Priority 7: 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.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	All	✓_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$70,000.00 Computer/Technology teacher salaries & benefits \$10,000.00 Focused PD on Blended Learning

GOAL #3:	dents, families, staff, and other stakeholders will feel a sense of commur	nity and connectedness.	Related State and/o 1 2 3_ <u>v</u> _ 4 8 COE only: 9 Local : Specify	5 <u>√</u> 6 <u>√</u> 7_ 0 10		
Identified Ne	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	ŭ				
Goal Applies	to: Schools: All Applicable Pupil Subgroups: All					
		LCAP Ye	ear 1: 2016-17			
Priority 3: Charter School will hold a minimum of 4 SSC meetings per year. Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. Charter School will hold a minimum of 5 Parent Task Force (PTF) meetings per year. Charter School will hold a minimum of 5 Parent activities/events per year. Charter School will hold a minimum of 5 parent activities/events per year. Charter School will mold a minimum of 4 progress reports/cards to parents per year. At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: Charter School will maintain an ADA rate of at least 95%. Charter School will maintain a middle school dropout rate of no more than 1%. Charter School will maintain a middle school dropout rate of no more than 1%. Charter School will maintain a four-year cohort graduation rate of at least 75%. Priority 6: Charter School will maintain a student suspension rate of no more than 1%. Charter School will maintain a student suspension rate of no more than 1%. Charter School will maintain a student suspension rate of no more than 1%. Charter School will maintain a student expulsion rate of no more than 1%. Student participation rate in the school experience survey will be at least 80%. Parent participation rate in the school experience survey will be at least 80%. Approval rating on school experience survey will be at least 80%.						
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
Priority 3: Charter School wil	l have parents on its School Site Council (SSC) and hold periodic SSC	All	_ <u></u> ALL	·		

	meetings.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$1500. Refreshments
	Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	English Learners	ALL OR: Low Income pupils✓_English Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$1500.
	Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$1500.
	Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$15,000.00 5800-CoolSIS fees
•	Priority 3: Charter School will communicate with the parents of academically low-achieving students.	All		\$2000 postage
	Priority 3: Charter School teachers will visit students at their homes to discuss student progress	All	<u>✓ ALL</u>	\$20,000.00

	and enhance student learning and involvement.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Home-visit stipends (Title I funds)
•	Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$80,000.00 Dean of Culture salary & benefits \$60,000.00 Life Skills teacher salary & benefits
•	Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$35,000.00 Attendance clerk salary & benefits
•	Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	All		\$60,000.00 College Advisor salary & benefits
•	Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$10,000.00 Fuel Ed and APEX credit recovery course fees
•	Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$80,000.00 Dean of Students salary & benefits
•	Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$15,000.00 Teacher PD on Edge Coaching

Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	All		
Priority 6: Charter School will annually administer school experience surveys to students, parents,	All	<u>✓ ALL</u>	\$5,000.00
and staff.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Survey Expences

Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	All students will pursue academic excellence and be college/career ready.		Related State and/or Local Priorities: 1 _ ✓ _ 2 _ ✓ _ 3 4 _ ✓ _ 5 6 7 8 _ ✓ COE only: 9 10 Local : Specify
Goal Applies t	Schools: All Applicable Pupil Subgroups: All Priority 1: 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.		Priority 1: 100% of Charter School's teachers are appropriately assigned and fully credentialed as required by law and the charter.
Expected Annual Measurable Outcomes:	 100% of students will have sufficient access to standards-aligned instructional materials. At least 100% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: Charter School will provide 100% implementation of CCSS for all students. Priority 4: For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 10% from 2015 to 2016. For all student 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 10% from fall to spring. Charter School will meet the annual (API) growth targets for all student subgroups. At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 5% from the prior year. At least 40% of the graduating seniors will have passed an AP exam with a score of 3 or higher. 	Actual Annual Measurable Outcomes:	At least 100% of the items on facility inspection checklists are in compliance/good standing. Priority 2: Charter School provides 100% implementation of CCSS for all students. Priority 4: For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system is expected to increase by 5% from 2015 to 2016. More specific targets will be set as 2016 SBAC data becomes available.) ELA/Literacy Math 2015 2016 (Expected) 2015 2016 (Expected) Schoolwide 22% 27% 13% 18% Socioecon. Disadv. 19% 24% 10% 15% English Learners 0% 5% 0% 5% Hispanic or Latino 21% 26% 15% 20% African American 24% 29% 10% 15% For all student 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 was expected to increase by 5% from fall to spring. Following are the proficiency percentages for our subgroups:

At least 35% of students who participate in the PSAT test will meet or exceed college

readiness benchmarks for their grade level.

								-
	At least 80% of students in grade 11 will participate in the EAP assessment.					Spring 2014 Pr	oficient Stud	ents
	At least 40% of students who participate in the EAP assessment will demonstrate college				Math	nematics	Re	ading
	preparedness.				Count	Percent	Count	Percent
	Priority 8:			All	147	37%	217	56%
	,		Grad	6	21	26%	35	44%
	At least 90% of all students enrolled in the Charter School for a full academic year will		Grad	7	33	39%	52	61%
	receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	l		8	26	30%	45	51%
				Black/African A	69	35%	110	57%
				Hispanic	71	39%	101	56%
			Subgro	oups EL	0	0%	1	5%
				SPED	4	10%	6	15%
				FRL	135	38%	194	56%
			■ API da	ata is not available at this time.				
			1 00%	of graduating seniors have succ	essfully com	npleted cours	es that sat	isfy the UC/CSU or
			caree	r technical education program re				
			2015-	-16, too.				
			2014-	-15: 100% 2015-16: 100% (o	expected)			
			■ The p	ercentage of EL students who ar	e reclassifie	d has increas	sed by 7% f	rom the prior year.
			2014-	-15: 12% 2015-16: 35%				
				of the graduating seniors passed ct a rate of 32% in 2015-16.	an AP exam	with a score	of 3 or hig	ther in 2014-15. We
			2014-	-15: 27% 2015-16: 40% (ex	pected)			
			■ 90% c	of students in grades 9-11 partici	pated in the	e PSAT test in	2015-16.	
				of students who participated in t hmarks for their grade level.	he PSAT tes	t met or exce	eded colle	ge readiness
				of students in grade 11 participat of90% in 2015-16.	ted in the EA	AP assessmei	nt in 2014-:	15. We expect a
				of students who participated in t aredness in 2014-15. We expect a				college
			■ 90% of "C"	of all students enrolled in the Cha or or better (or performed "profic cts and electives. We expect a ra	ient" on the	related stat		

<u>'</u>		LCAP Yea	r: 2015-16		
Planned A	Actions/Services			Actual Actions/Services	
		Budgeted			Estimated_Actual
		Expenditures			Annual Expenditures
Priority 1:		\$10,000.00	Priority 1:		\$7,000.00
 Charter School will conduct credential review as pa support our teachers' credentialing needs. 	rt of teacher hiring process and	5800-BTSA expenses, EL authorization fees	 All teacher credentials teachers for their cred 	s have been reviewed. Charter School has supported 2 of its	5800-BTSA expenses, EL authorization fees
Scope of service:		authorization rees	Scope of service:	letitianing needs.	authorization rees
· ✓ ALL			✓ ALL		
OR:			OR:		-
Low Income pupilsEnglish Learners			Low Income pupils	English Learners	
Foster Youth Redesignated fluent Englis	h proficientOther		Foster YouthRec	designated fluent English proficientOther	
Subgroups:(Specify)			Subgroups:(Specify)		
Priority 1:			Dutanta de		
 Charter School will annually review master schedule 	e/teacher assignments to ensure		Priority 1: Charter School is com	pliant with its teacher assignments.	
compliance.				•	
Scope of service:			Scope of service:		_
ALL			_ <u>√</u> _ALL		-
OR:			OR:	En allah Lagamana	
Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent Englis	h proficient		Low Income pupils	English Learners designated fluent English proficientOther	
Other Subgroups:(Specify)	n proncient		Subgroups:(Specify)	designated lident English proficientOther	
	-		3 1 (1 7/=		
Priority 1:			Priority 1:		
 Charter School will annually review alignment of inst 	structional materials to standards.		standards.	viewed its current instructional materials and they are aligned to	
Scope of service:			Scope of service:		
_✓_ALL			_✓_ALL		
OR:			OR:		-
Low Income pupilsEnglish Learners			Low Income pupils	English Learners	
Low income pupilsEnglish Learners Foster YouthRedesignated fluent Englis Subgroups:(Specify)	h proficientOther		Foster YouthRed Subgroups:(Specify)_	designated fluent English proficientOther	
Subgroups.(Specify)			Subgroups.(Specify)		
Priority 1:			Priority 1:		
 Charter School will annually keep an inventory of in corresponding purchase of materials. 	structional materials and		 Charter School keeps purchase of materials 	an inventory of instructional materials and corresponding	
Scope of service:			Scope of service:		
✓ ALL			<u>✓_</u> ALL		-
·					

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	2000.000. 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: Charter School has used its budget to ensure sufficient access to instructional materials.	\$170,000. New Textbooks in Core Subjects 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service:		Scope of service:	
✓_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.		Priority 1: Charter School has done annual and monthly facility inspections to screen for safety hazards.	
Scope of service:		Scope of service:	
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	\$253,000.00 Building Lease 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: Charter School has maintained its campus cleanliness through daily general cleaning.	\$253,000. Building Lease and Janitorial Service 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Scope of service:		Scope of service:	
✓_ALL ÖR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		✓_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS.	\$4,000.00 MAP testing fees	Priority 2: Charter School implements curricula and assessments aligned to the CCSS.	\$3,000.00 MAP testing fees
Scope of service:		Scope of service:	
<u> ✓ </u> ALL		<u> </u> ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	\$60,000.00 5800 Professional Development on CCSS	Priority 2: Teachers have participated in professional development on the implementation of CCSS.	\$10,000.00 5800 Professional Development on CCSS
Scope of service:		Scope of service:	
Priorities 2 & 4 & 8: Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$10,000.00 5800 Professional Development on EL strategies	Priorities 2 & 4 & 8: Charter School provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$4,000.00 5800 Professional Development on EL strategies
Scope of service:		Scope of service:	
		✓_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	\$35,000.00 Power English and Power Math teacher salaries (Title I funds)	Priorities 2 & 4 & 8: During the day, Charter School provides additional supports and interventions to all students, including ELs.	\$35,000.00 Power English and Power Math teacher salaries (Title I funds)
Scope of service:		Scope of service:	
✓ ALL OR: _Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			
Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$35,000.00 After school and Saturday ELA and math tutoring (Title I funds)	Priorities 2 & 4 & 8: Charter School provides additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$35,000.00 After school and Saturday ELA and math tutoring (Title I funds)
Scope of service:		Scope of service:	
<u> ✓ ALL</u>		<u>✓</u> ALL	

OR:Low Income pupilsEFoster YouthRedesigOther Subgroups:(Speci	gnated fluent English proficient		OR:Low Income pupilsEFoster YouthRedes Subgroups:(Specify)	ignated fluent English proficient Other	
Priorities 2 & 4 & 8: ■ 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.		\$80,000.00 Dean of Academics salary & benefits \$80,000.00 Title I/Intervention teacher salary & benefits (Title I funds)	Priorities 2 & 4 & 8: Charter School synthesize well as course grades, and regularly reviews progress	\$80,000.00 Dean of Academics salary & benefits \$80,000.00 Title I/Intervention teacher salary & benefits (Title I funds)	
Scope of service:			Scope of service:		
✓ ALL OR: _Low Income pupils _E _Foster Youth _Redesig Subgroups:(Specify)	gnated fluent English proficientOther		✓ ALL OR: _ Low Income pupilsE _ Foster Youth Redes Subgroups:(Specify)	ignated fluent English proficientOther	
	ize API and other state and federal accountability information eview progress towards targets.			t this time. Charter School synthesizes other state and federal n into reports and regularly reviews progress towards targets.	
Scope of service: ALL OR:Low Income pupilsEFoster YouthRedesigOther Subgroups:(Speci	gnated fluent English proficient		Scope of service: ALL OR: Low Income pupilsEFoster YouthRedes Subgroups:(Specify)	English Learners ignated fluent English proficientOther	
Priority 4: Charter School will offer co	urses that meet UC/CSU admission requirements.		Priority 4: Charter School offers could	rses that meet UC/CSU admission requirements.	
Scope of service: ALL OR:Low Income pupilsEFoster YouthRedesig Subgroups:(Specify)	gnated fluent English proficientOther		Scope of service: ALL OR:Low Income pupilsEFoster YouthRedes Subgroups:(Specify)	ignated fluent English proficient Other	
Prinrity 4:		\$65,000.00 College Advisor salary & benefits	Priority 4: Charter School offers 4-ye during their four years of	ear academic plans, outlining the classes students will take high school.	\$65,000.00 College Advisor salary & benefits
Scope of service:			Scope of service:		

✓_ALL OR:Low Income pupilsEnFoster YouthRedesigOther Subgroups:(Specif	nated fluent English proficient		✓ ALL OR: _Low Income pupilsE _Foster YouthRedes Subgroups:(Specify)	ignated fluent English proficient Other	
Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.		\$10,000.00 ELD core materials \$10,000.00 ELD supplemental materials \$10,000.00 Focused PD on ELD standards	Priority 4: Charter School has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation according to its EL Master Plan.		\$5,000.00 ELD core materials \$5,000.00 ELD supplemental materials \$4,000.00 Focused PD on ELD standards
Scope of service: ALL OR:Low Income pupilsFoster YouthY Redes Subgroups:(Specify)	signated fluent English proficientOther			 _English Learners esignated fluent English proficientOther	
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.		\$45,000.00 AP teacher salaries & benefits AP workshops AP test fees	Priority 4: Based on student needs and interests, Charter School has offered the following AP courses this year: AP Spanish, AP Calculus AB/BC, AP Government, AP World History, AP US History, AP Studio Art, AP Language, AP Literature, AP Computer		\$45,000,00 AP teacher salaries & benefits AP workshops AP test fees
Scope of service:			Scope of service:		
✓ ALL OR: _Low Income pupilsEn _Foster YouthRedesig _Other Subgroups:(Specification)	nated fluent English proficient		OR:Low Income pupilsEFoster YouthRedes Subgroups:(Specify)	English Learners ignated fluent English proficientOther	
Priority 4: 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.		\$65,000.00 College Advisor salary & benefits College Readiness classes teacher salaries & benefits	Priority 4: Charter School has offered "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.		\$65,000.00 College Advisor salary & benefits College Readiness classes teacher salaries & benefits
Scope of service:			Scope of service:		
<u>_</u> ✓_ALL			<u>√</u> ALL		

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	 Goal, actions, and services will be maintained. Charter School will continue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted based on how many teachers will have credentialing needs. Charter School has made a checklist of instructional materials to be used next year and made a purchase order for next year to ensure sufficient access to materials. Expenditure amount will be adjusted based on the number of instructional materials needed. Charter School will continue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amount will be adjusted based on repair and cleaning needs. Charter School will continue to provide professional development to all of its teachers to ensure 100% implementation of CCSS. Expenditure amount will be adjusted based on PD needs. Charter School has revised its EL Master Plan to better serve the needs of our EL students. Charter School will continue to provide EL support and interventions. Expenditure amount will be adjusted based on the ELD materials and PD needs. Charter School will continue to use the MAP test to set targets for student subgroups and each student. Charter School will continue to regularly review student performance towards targets and provide additional supports and interventions. Expenditure amount will be adjusted based on the number of instructional support personnel. Charter School will continue to provide courses that meet UC/CSU requirements. Our college advisor will continue to work with our students on their 4-year academic plans. Charter School will continue to offer the same AP courses next year and add additional courses depending on student needs and interests. Charter School will continue to offer Advisory and College Readiness classes in high school.

Original GOAL from prior year LCAP:	All students will become independent, innovative scholars.		Related State and/or Local Priorities: 1 2 3 4 5 6 7_ 8_ COE only: 9 10 Local : Specify
Goal Applies	Priority 7:		Priority 7: Charter School provides 100% of the programs and services outlined in its charter
Expected Annual Measurable Outcomes:	 Charter School will provide 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 the Charter School. At least 5% of all students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club. At least 90% of our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study. Priority 8: At least 80% of all students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo. At least 80% of all students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency. At least 80% of all students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency. 	Actual Annual Measurable Outcomes:	petition, certain programs and services being dependent on student need and interest Elective courses offered in 2015-16 include: Computer, Art, Spanish, Turkish, Marine Biology, Psychology, Robotics, Science Explorers, weightlifting etc. 100% of students have sufficient access to all academic and educational programs provided by the Charter School. 7% of all students enrolled in the Charter School's grades 6-8 take the "Advanced Mathiclass or club. 100% of our graduating class has taken a Computer/Technology class and/or experience blended learning in their program of study. Priority 8: 80% of all students enrolled in the Charter School has created or demonstrated a STEA focused project, experiment, model or demo. 80% of all students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 have demonstrated proficiency. 95% of all students enrolled in the Charter School's Computer/Technology classes received a grade of "C" or better in 2014-15. We expect a rate of 100% in 2015-16.
	LCAP Yea Planned Actions/Services	r: 2015-16	Actual Actions/Services
	Budgeted Expenditures		Estimated_Actual Actual Actual Actual Actual Actual Annual Expenditur
(English, mathemati petition.	provide students with a broad array of courses including core subjects cs, social sciences, and science) and electives as outlined in its charter	Priority 7: Charter School has pricharter petition.	provided students with core courses and electives as outlined in its \$5,000.00 Fuel Ed course fees
Scope of service:		Scope of service:	
ALL		_✓_ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	OR:Low Income pupilsEnglish Learners tOtherFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		
Priority 7: 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 subgroups.		Priority 7: Charter School has designed its master schedule to meet the needs of all students.	
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u>✓</u> ALL	
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		Priority 1: Charter School offers "Advanced Math" class and club to students in grades 6-8.	
Scope of service:		Scope of service:	
<u></u> _ALL		<u> ✓_</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: 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.	\$00.00 STEAM Festival and Expo expenses	Priority 7: Charter School has provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School has organized a local STEAM festival. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities.	\$3,000.00 STEAM Festival and Expo expenses
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	\$80,000.00 Computer/Technology teacher salaries & benefits	Priority 7: Charter School offers Computer/Technology classes and/or blended learning experience for our students.	\$70,000.00 Computer/Technology teacher salaries & benefits
<u></u> ✓_ALL		<u></u> ✓_ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			
	Goal, actions, and services w	vill be maintained.			
	Charter School will co	ntinue to provide core courses and electives as outlined in its charter petition and provide 100% ac	ccess to all students.		
What abanges in actions convices and	Charter School will continue to expand its online course offerings through Fuel Education and/or McGraw Hill Curriculum and/or APEX.				
What changes in actions, services, and expenditures will be made as a result of reviewing	Charter School will co	ntinue to offer "Advanced Math" class and club to students in grades 6-8.			
past progress and/or changes to goals?	 Charter School will co activities. 	y-wide science fairs and			
	·	ntinue to offer Computer/Technology classes and/or blended learning experience for our students taff on Blended Learning.	. Charter School will continue		

Original GOAL from prior year LCAP:	All students, families, staff, and other stakeholders will feel a sense of community and connected	Related State and/or Local Priorities: 1 2 3_ <u>√</u> 4 5_ <u>√</u> 6_ <u>√</u> 7 8 COE only: 9 10 Local : Specify	
Goal Applies to	Schools: Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Priority 3: Charter School will hold a minimum of 4 SSC meetings per year. Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year. Charter School will hold a minimum of 5 parent activities/events per year. Teachers will update SIS records weekly. Charter School will send a minimum of 4 progress reports/cards to parents per year. At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: Charter School will maintain an ADA rate of at least 95%. Charter School will maintain a chronic absenteeism rate of no more than 1%. Charter School will maintain a middle school dropout rate of no more than 1%. Charter School will maintain a high school dropout rate of no more than 1%. Charter School will maintain a four-year cohort graduation rate of at least 75%. Priority 6: Charter School will maintain a student suspension rate of no more than 1%. Student participation rate in the school experience survey will be at least 70%. Parent participation rate in the school experience survey will be at least 25%. Staff participation rate in the school experience survey will be at least 90%. Approval rating on school experience surveys of students, parents, and staff will be at least	Actual Annual Measurable Outcomes:	Priority 3: Charter School has held (5) SSC meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. Charter School has held 4 English Learner Advisory Committee (ELAC) meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. Charter School has held 5 Parent Task Force (PTF) meetings in 2015-16 so far and will have held a total of 8 meetings by the end of the school year. Charter School has held more than 5 parent activities/events this year. Teachers update SIS records weekly. Charter School has sent 4 progress reports/cards to parents in 2015-16 so far and will have sent a total of 6 progress reports/cards by the end of the school year. 25% of Charter School's students have been home-visited by the teachers in 2015-16 so far. Priority 5: Charter School maintained an ADA rate of 95% in 2014-15. Our rate in 2015-16 so far is 95% and we expect a rate of at least 95% by the end of the school year. Charter School maintained a chronic absenteeism rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Charter School maintained a middle school dropout rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Charter School maintained a high school dropout rate of 1% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Charter School maintained a high school dropout rate of 1% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Charter School maintained a four-year cohort graduation rate of 95% in 2014-15. We expect a rate of 95% by the end of the school year. Charter School maintained a student suspension rate of 1% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year.

85%.		so far is 1% and we expect a rate of no more than 4% by the Charter School maintained a student expulsion rate of 0% in so far is 0% and we expect a rate of 0% by the end of the sch Student participation rate in the school experience survey is 6 Parent participation rate in the school experience survey is 87 Staff participation rate in the school experience survey is 87 Approval rating on school experience surveys in 2015-16: Students: 26% Parents:60 % Staff:89%	2014-15. Our rate in 2015-16 ool year. 91% in 2015-16.
	LCAP Yea		
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated_Actual Annual Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	
Scope of service:		Scope of service:	
✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		✓_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.		Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	
Scope of service:		Scope of service:	
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.		Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	
Scope of service: ALL		Scope of service:ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.		Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	
Scope of service:		Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$20,000.00 5800-SIS fees	 Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. 	\$20,000.00 5800-SIS fees
Scope of service:		Scope of service:	
Priority 3: Charter School will communicate with the parents of academically low-achieving students.		Priority 3: Charter School will communicate with the parents of academically low-achieving students.	
Scope of service:		Scope of service:	
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$20,000.00 Home-visit stipends (Title I funds)	Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$18,000.00 Home-visit stipends (Title I funds)
Scope of service:		Scope of service:	

Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	\$70,000.00 Dean of Culture salary & benefits Life Skills teacher salary & benefits	Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families. Academic and socio-emotional support will be provided to address student needs.	\$70,000.00 Dean of Culture salary & benefits Life Skills teacher salary & benefits
Scope of service:		Scope of service:	
	_	<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$20,000.00 Attendance clerk salary &	Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$20,000.00 Attendance clerk salary &
Scope of service:	benefits	Scope of service:	benefits
ALL OR:	- -	ALL OR:	
Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	\$65,000.00 College Advisor salary & benefits	Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	\$65,000.00 College Advisor salary & benefits
Scope of service:	_	Scope of service:	
✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)		✓_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 5: ■ Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	\$5000.00 Fuel Ed credit recovery course fees	Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	\$5,000.00 Fuel Ed credit recovery course fees
Scope of service:		Scope of service:	
<u>√</u> ALL	-	<u></u> ✓ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	\$85,000.00 Dean of Students salary & benefits	Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	\$75,000.00 Dean of Students salary & benefits
Scope of service:		Scope of service:	
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$10,000.00 Teacher PD on Edge Coaching	Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$10,000.00 Teacher PD on Edge Coaching
Scope of service:		Scope of service:	
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.		Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	
Scope of service:		Scope of service:	
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00 Survey expenses	Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00
Scope of service:		Scope of service:	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Goal, actions, and services will be maintained.

- Charter School will continue to provide opportunities for parent involvement. Expenditure amount will be adjusted based on SIS fees, parent events/activities, and number of home visits.
- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.
- Charter School will continue to offer 4-year academic plans, credit recovery classes, and monitor for timely high school graduation.
- · Charter School will continue to assess its suspension policies and procedures and encourage positive student behavior and improvements.
- Charter School will continue to administer school experience surveys to students, parents, and staff. Charter School will continue to use survey results for school improvement.

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:

\$2,817,402

Charter School's identified amount of funds in the LCAP year is approximately \$1,919,984 These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students.

Charter School will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, Life Skills, positive behavior support and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils:

Low income pupils:

Actions and services:

- Charter School will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements.
- Charter School will expand summer learning programs to prevent summer learning loss.
- Charter School will provide resources for increased outreach efforts to low income families including home visits and meetings.
- Charter School will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources.
- Charter School will provide targeted assistance to low income students in career/college readiness activities and guidance.
- Charter School will provide STEAM related courses, clubs, field trips, competitions, and other activities to promote STEAM.
- Charter School will provide bullying prevention training.
- Charter School will provide/pilot programs such as Second Step and Why Try to provide explicit social/emotional instruction.

Anticipated expenditures: \$85,000.

- Afterschool programs
- Summer learning programs
- Home visits
- Parent trainings
- Career/college readiness activities for low income pupils

Foster youth:

Actions and services:

- Foster youth will receive educational counseling.
- · Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- Charter School will improve communication with foster guardians.

Anticipated expenditures: \$30,000

Guidance/PSA counselor

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- Charter School will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- Charter School will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- Charter School will provide additional teaching sections of EL intervention courses.
- Charter School will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- Charter School will provide culturally and linguistically relevant materials for students.
- Charter Scholl will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- Charter School will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- Charter School will regularly review progress towards targets.
- Charter School will provide additional supports and interventions, as needed.

Anticipated expenditures: \$30,000.

- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Re-designated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPs).

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

12.2 %

Charter School Proportionality Calculation:

Charter School's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. The Charter School addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students. School wide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

- (2) The total number of cohort members.
- (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy-4 Contact (Name, Title, Email, Phone Number): Lisa Ross, Principal, Iross@magnoliapublicschools.org, (310) 473-2464 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-4 ("MSA-4" or "Charter School") 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, Dean meetings, and staff meetings. In addition, the Charter School conducts surveys for parents, students, and teachers 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 LEP students and immigrants, and a WASC action plan for continual 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.

Impact on LCAP

All major groups have been informed of the LCAP work and given an opportunity to participate. The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP:

- Fully implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development
- Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement
- Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets
- Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups
- Develop college-preparedness
- Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in the Charter School to maintain sense of safety and school connectedness

Annual Update:

The Charter School held its periodical meetings in 2015-16 to gather input from is stakeholders. These include 4 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 5 parent activities/events including 2 Coffee with the Principal meetings, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was 32%. The Charter School staff made home visits during 2015-16 and sought feedback from the parents for school improvement.

Annual Update:

Based on input from all stakeholders and available data through surveys and student achievement/school data, the Charter School has updated its LCAP. Some of the updates include:

- Purchasing of common-core aligned instructional materials
- Improvements in English Learner services
- Expanding summer school
- Increasing employee salaries and implementing performance pay
- Increasing college preparedness by offering "Advisory" classes, a college planning and career exploration program for students, offering special programs to prepare students for the SAT/ACT tests, and encouraging students to take AP courses and participate in the EAP
- Investing in effective technology infrastructure to enhance instruction in the classroom
- Offering an annual STEAM festival and a STEAM expo
- Other input includes improving school facilities, identification and support of immigrant students and foster youth, decreasing truancy and sustaining after school and Saturday programs.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school sites-level advisory groups, as applicable (e.g., school sites councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school sites level. The LEA may identify which school sites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school sites.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 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 Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific 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?

GOAL #1:	All students will purs	ue academic excellence and be college/career ready.	Related State and/or Local Priorities: 1 2
Identified Goal Ap	nlies to:	Priority 1: To ensure teachers are appropriately assigned and fully credentialed To ensure every pupil has sufficient access to standards-aligned instructional materials To ensure school facilities are maintained in good repair Priority 2: To implement Common Core State Standards Priority 4: To increase the percentage of students who score proficient or above in English Language Arts/Literacy and math on the CAASPP a To increase or maintain the API scores to meet or exceed the API growth targets school-wide and for all student subgroups To increase the percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career t To increase the percentage of ELs who make progress toward English language proficiency To increase the percentage of ELs who are reclassified as FEP To increase the percentage of students who take and pass AP exams To increase the percentage of students who are on track to be college/career ready Priority 8: To increase student proficiency in all courses Chools: All Deplicable Pupil Subgroups: All	·
		LCAP Year 1 : 2016-17	
Meas	ed Annual surable omes:	Priority 1: 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of Students will have sufficient access to standards-aligned instructional materials. At least 90% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: Charter School will provide 100% implementation of CCSS for all students. Priority 4: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assess For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math se 2017. For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our inter will increase by 5% from fall to spring. Charter School will meet or exceed the annual API growth targets for all student subgroups. At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education. The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase The percentage of EL students who are reclassified will increase by 5% from the prior year. At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher.	ections of the CAASPP assessment system will increase by 5% from 2016 to mal, common-core aligned Measures of Academic Progress (MAP) assessment on program requirements. The by 5% from the prior year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	All	✓_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$9,000.00 BTSA 5800-BTSA expenses, EL authorization fees
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.	All		\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 - STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits
Priority 1: Charter School will annually review alignment of instructional materials to standards.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 - STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 - STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$11,780.00 supplies, materials, etc. \$3,220.00 books 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)

•	Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.	All	<u> ✓ ALL</u>	\$68,782.00 salary \$9,066.00 benefits
			OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits
•	Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	All		\$600.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
•	Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS.	All	 ✓ ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) 	\$2,850.00 MAP testing fees (Title I Fees)
•	Priority 2: Teachers will participate in professional development on the implementation of CCSS.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) 	\$10,000.00 5800 Professional Development on CCSS
•	Priorities 2 & 4 & 8: Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	All	✓ ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$900.00 Professional Development on EL strategies (Title I Funds)
•	Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$17,000.00 (10% of teachers' salary) Power English and Power Math teacher salaries (Title I funds)
•	Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	All	<u>✓ ALL</u>	\$24,500.00 salary After school and

•	Priorities 2 & 4 & 8: 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.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)✓ ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Saturday ELA and math tutoring (Title I funds) \$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries Dean of Academics salary & benefits
•	Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 - STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits
•	Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$82,500.00 salary \$17,325.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 - STRS 3400 – Health & Welfare Benefits College Advisor salary & benefits
	Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$82,500.00 salary \$17,325.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 - STRS 3400 – Health & Welfare Benefits College Advisor salary & benefits
	Priority 4:	English Learners	ALL	\$485.00

 Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. 	Redesignated fluent English proficient	OR:Low Income pupilsFoster YouthCother Subgroups:(Specify)	ELD supplemental materials (Title I Funds) \$900.00 Focused PD on ELD standards (Title I Funds)
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	All	OR:Low Income pupils✓_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$2,759.00 AP test fees (Title I) \$20,000.00 salary (10% of salary) \$4,200.00 benefits 1100 – AP teacher salary 3100 -STRS 3400 – Health & Welfare
Priority 4: 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.	All		\$82,500.00 salary \$17,325.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 - STRS 3400 – Health & Welfare Benefits College Advisor salary & benefits \$10,000.00 salary (5% of salary) \$2,100.00 benefits 1100 – Advisory teacher salary 3100 - STRS 3400 – Health & Welfare

GOAL #2:	All students will become independent, innovative scholars.			Related State and/or L 1 2 3 4 5 COE only: 9 Local : Specify	6 7 <u>_ √</u> 8 <u>_ √</u> _ 10
Identifie	Priority 7: To increase access to all possible courses and programs				
Goal Ap	oplies to: Schools: All Applicable Pupil Subgroups: All				
		LCAP Ye	ear 1: 2016-17		
Meas	100% of students will have sufficient access to all access to all access to all access to all students enrolled in the Charter Scient access to all access to all students enrolled in the Charter Scient access to all access to	ademic and educational hool's grades 6-8 will be puter/Technology class chool will create or den chool's "Advanced Matl	e taking the "Advanced Math" class or club. and/or experienced blended learning in their program of stud- nonstrate a STEAM focused project, experiment, model or den h" class or club in grades 6-8 will demonstrate proficiency.	y.	
	Actions/Services	Scope of Service	Pupils to be served within identi	fied scope of service	Budgeted Expenditures
subjects	7: ichool will provide students with a broad array of courses including core (English, mathematics, social sciences, and science) and electives as outlined in er petition.	All	OR:Low Income pupilsEnglish LearnFoster YouthRedesignated fluenOther Subgroups:(Specify)	ners nt English proficient	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 - STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits
	ichool will design its master schedule to meet the needs of its students to Il academic content areas are available to all students, including student	All	OR:Low Income pupilsEnglish LearnFoster YouthRedesignated fluenOther Subgroups:(Specify)		\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 - STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits
Priority 7 Charter S	7: School will offer an "Advanced Math" class or club to students in grades 6-8.	All		ners	\$5,000.00 (10% of teacher's salary) \$1050.00 benefits

			Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	1100 Math teacher salary 3100 -STRS 3400 – Health & Welfare
•	Priority 7: 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.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$500,000 Salary \$105,000 benefits 1100 - teacher salary 3100 - STRS 3400 - Health & Welfare \$68,782.00 salary \$9,066.00 benefits 1300 - Certificated Supervisor and Admin Salaries 3100 - STRS 3400 - Health & Welfare Benefits Dean of Academics salary & benefits
•	Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$19,000.00 salary \$3,990.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 - STRS 3400 – Health & Welfare Benefits Computer/Technology teacher salaries & benefits

GOAL #3:	lies, staff, and other stakeholders will feel a sense of commun	ity and connectedness.	Related State and/or I 1 2 3_ _ 4 5 8 COE only: 9_ Local : Specify	<u>✓</u> 6 <u>✓</u> 7 _ 10
Identified Need :	Priority 3: To increase parental involvement and seek parent input To promote parent participation Priority 5: To increase student attendance To avoid chronic absenteeism To avoid middle school dropout To avoid high school graduation rate Priority 6: To avoid student suspension To avoid student expulsion To increase the sense of safety and school connectedness.	-		
LEGGI ANNUIGO TO:	Schools: All Applicable Pupil Subgroups: All			
<u>'</u>	Applicable i upil oubgroups.	I CAP Ye	ar 1: 2016-17	
Expected Annual Measurable Outcomes:	Priority 3: Charter School will hold a minimum of 4 SSC meeting. Charter School will hold a minimum of 4 English Lear. Charter School will hold a minimum of 4 Parent Task. Charter School will hold a minimum of 5 parent active. Teachers will update SIS records daily/weekly. Charter School will send a minimum of 4 progress reactive. At least 10% of Charter School's students will be hore. Priority 5: Charter School will maintain an ADA rate of at least 1. Charter School will maintain a chronic absenteeism 1. Charter School will maintain a middle school dropout charter School will maintain a high school dropout charter School will maintain a four-year cohort grad. Priority 6: Charter School will maintain a student suspension rate. Charter School will maintain a student expulsion rate. Student participation rate in the school experience sure. Staff participation rate in the school experience sure. Staff participation rate in the school experience sure.	gs per year. rner Advisory Committe Force (PTF) meetings p rities/events per year. rports/cards to parents p rne-visited by the teache poss. rate of no more than 1% rate of no more than 1% uation rate of at least 75 rate of no more than 1% user of no more than 1% user of no more than 1% record than 1% rec	e (ELAC) meetings per year. er year. ber year %. %. %.	
A	ctions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 3:		All	<u>✓</u> ALL	\$500.00

•	Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Parent Involvement Activities (Title I Funds)
•	Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	All		\$500.00 Parent Involvement Activities (Title I Funds)
•	Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	English Learners	ALL OR:Low Income pupils✓_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$500.00 Parent Involvement Activities (Title I Funds)
•	Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	All		\$500.00 Parent Involvement Activities (Title I Funds)
•	Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All		\$15,000.00 - CoolSIS data management system fees 5822- Other professional fees
•	Priority 3: Charter School will communicate with the parents of academically low-achieving students.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 - STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits

•	Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$1,800.00 Home-visit stipends (Title I funds)
•	Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$6,000. 00 (10% of salary) \$1260.00 benefits 1300 Teacher Salary Life Skills teacher 3100 -STRS 3400 - Health & Welfare Life Skills Teacher
	Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 - STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits
	Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	All		\$82,500.00 College Advisor salary & benefits
	Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify) 	\$2,000.00 Fuel Ed credit recovery course fees 4325 – Instructional Materials and supplies
•	Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Dean of Academics salary

			& benefits
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$5,000.00 Teacher PD on PBIS/Restorative Justice
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 - STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits \$6,000.00 (10% of salary) \$1260.00 benefits 1300 Teacher Salary Life Skills teacher 3100 - STRS 3400 – Health & Welfare
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	All		\$2,000.00 Survey expenses - Panorama 5900 - Communications

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	All students will pursue academic excellence and be college/career ready.		Related State and/or Local Priorities: 1 _ ✓ 2 _ ✓ 3 _ 4 _ ✓ 5 _ 6 _ 7 8 _ ✓ COE only: 9 _ 10 Local : Specify
Goal Applies to	Schools: Applicable Pupil Subgroups: Priority 1: All		Priority 1:
Expected Annual Measurable Outcomes:	 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of students will have sufficient access to standards-aligned instructional materials. At least 90% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: Charter School will provide 100% implementation of CCSS for all students. Priority 4: For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2015 to 2016. For all student 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% from fall to spring. Charter School will meet or exceed the annual API growth targets for all student subgroups. At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 5% from the prior year. The percentage of EL students who are reclassified will increase by 5% from the prior year. At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher. At least 80% of students in grades 9-11 will participate in the PSAT test. At least 40% of students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level. 	Actual Annual Measurable Outcomes:	 100% of Charter School's teachers are appropriately assigned and fully credentialed as required by law and the charter. 100% of students have sufficient access to standards-aligned instructional materials. At least 90% of the items on facility inspection checklists are in compliance/good standing. Priority 2: Charter School provides 100% implementation of CCSS for all students. Priority 4: For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system is expected to increase by 5% from 2015 to 2016. More specific targets will be set as 2016 SBAC data becomes available.) ELA/Literacy Math 2015 2016 (Expected) 2015 2016 (Expected) Schoolwide 36% 40% 12% 16% Socioecon. Disadv. 32% 36% 13% 17% English Learners 0% 10% 0% 10% Elispanic or Latino 25% 29% 8% 12% African American 50% 55% 0% 10% For all students, 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 was expected to increase by 5% from fall to spring. Following are the proficiency percentages for our students: Reading/ELA Math Fall 2015 Spring 2016 Fall 2015 Spring 2016 Schoolwide 20% 29% 23% 19% API data is not available at this time.

I CAP Yea	r: 2015-16
	Priority 8: 80% of all students enrolled in the Charter School for a full academic year received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives. We expect a rate of 85% in 2015-16.
	69% of students who participated in the EAP assessment demonstrated college preparedness in 2014-15. We expect a rate of 70% in 2015-16.
	100% of students in grade 11 participated in the EAP assessment in 2014-15. We expect a rate of 100% in 2015-16.
	40% of students who participated in the PSAT test met or exceeded college readiness benchmarks for their grade level.
	 80% of students in grades 9-11 participated in the PSAT test in 2015-16.
 At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives. 	 The percentage of EL students who are reclassified has increased by at least 7% from the prior year. 2014-15: 12% 2015-16: 56%
Priority 8:	2014-15: 100% 2015-16: 100% (expected)
At least 50% of students who participate in the EAP assessment will demonstrate college preparedness.	or career technical education program requirements in 2014-15. We expect a rate of 100% in 2015-16, too.
 At least 80% of students in grade 11 will participate in the EAP assessment. 	■ 100% of graduating seniors have successfully completed courses that satisfy the UC/CSU

Planned Actions/Services **Actual Actions/Services** Budgeted Estimated_Actual Annual Expenditures Expenditures Priority 1: 19,000.00 Priority 1: \$5,500.00 Charter School will conduct credential review as part of teacher hiring process and 5800-BTSA expenses, EL All teacher credentials have been reviewed. Charter School has supported 3 of its 5800-BTSA expenses, EL support our teachers' credentialing needs. authorization fees teachers for their credentialing needs. authorization fees Scope of service: Scope of service: ✓ ALL ✓ ALL _Low Income pupils __English Learners _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____ Priority 1: Priority 1: Charter School will annually review master schedule/teacher assignments to ensure Charter School is compliant with its teacher assignments. compliance. Scope of service: Scope of service:

ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		✓ ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: ■ Charter School will annually review alignment of instructional materials to standards.	\$92,200.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: Charter School has reviewed its current instructional materials and they are aligned to standards.	\$108.863.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service:		Scope of service:	
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.	\$65,000.00 Dean of Academics salary & benefits	Priority 1: Charter School keeps an inventory of instructional materials and corresponding purchase of materials.	\$68,792.00 salary \$9,067.00 benefits Dean of Academics salary & benefits
Scope of service:		Scope of service: ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: ■ Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	\$92,200.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: Charter School has used its budget to ensure sufficient access to instructional materials.	\$108.863.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service:		Scope of service:	
 Charter School will do annual and monthly facility inspections to screen for safety hazards. 		 Charter School has done annual and monthly facility inspections to screen for safety hazards. 	

Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR:	-	OR:	-
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster Youth Redesignated fluent English proficient		Foster Youth Redesignated fluent English proficient Other	
Other Subgroups:(Specify)		Subgroups:(Specify)	
	\$0		\$276.00
Politoria. 4.	FFOO Invitantal Commission	Defeate 4.	\$276.00
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	5500 Janitorial Services, 5600 Maintenance,	Priority 1: Charter School has maintained its campus cleanliness through daily general cleaning.	5500 Janitorial Services,
, 6	Custodian salary &		5600 Maintenance, Custodian salary & benefits
Coope of comice:	benefits		Custourum surar y cu sements
Scope of service:		Scope of service:	_
ALL		<u> ✓_</u> ALL	
OR:		OR:	
Low Income pupilsEnglish Learners Foster Youth Redesignated fluent English proficient Other		Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther	
Subgroups:(Specify)		Subgroups:(Specify)	
			4
Priority 2:	\$2,000.00	Priority 2:	\$2,000.00
 Charter School will ensure curricula and assessments are aligned to the CCSS. 	MAP testing fees	 Charter School implements curricula and assessments aligned to the CCSS. 	MAP testing fees
Scope of service:	_	Scope of service:	
<u>✓</u> ALL		<u> </u>	
OR:	-	OR:	-
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Outer oubgroups.(Opecity)		Gubgi Gups. (Opeciny)	
	\$16,000.00	Priority 2:	\$10,840.00
Priority 2:	5800 Professional	Teachers have participated in professional development on the implementation of	5800 Professional
 Teachers will participate in professional development on the implementation of CCSS. 	Development on CCSS	CCSS.	Development on CCSS
Scope of service:	·	Scope of service:	·
<u></u> ✓_ALL		<u> </u>	
OR:	-	OR:	-
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Subgroups.(Opoorry)		Cabgroups.(Openiy)	
	\$900.00		\$900.00
Priorities 2 & 4 & 8: Charter School will provide CCSS aligned ELA and math instruction using integrated ELD	5800 Professional	Priorities 2 & 4 & 8: Charter School provides CCSS aligned ELA and math instruction using integrated ELD	5800 Professional
and SDAIE instructional strategies to all students, including ELs.	Development on EL	and SDAIE instructional strategies to all students, including ELs.	Development on EL
	strategies		strategies

Scope of service:			Scope of service:	
✓_ALL OR: _Low Income pupilsE _Foster YouthRedesi _Other Subgroups:(Spec	gnated fluent English proficient			
Priorities 2 & 4 & 8: During the day, Charter Scl students, including ELs.	nool will provide additional supports and interventions to all	\$35,126.00 Power English and Power Math teacher salaries	Priorities 2 & 4 & 8: During the day, Charter School provides additional supports and interventions to all students, including ELs.	\$30,000.00 Power English and Power Math teacher salaries
Scope of service:			Scope of service:	
<u>✓</u> ALL			<u>✓</u> ALL	
OR:Low Income pupilsEFoster YouthRedesi Subgroups:(Specify)	gnated fluent English proficientOther		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	additional supports and interventions to all students, school hours and on Saturday.	\$24,500.00 After school and Saturday ELA and math tutoring (Title I funds)	Priorities 2 & 4 & 8: Charter School provides additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$20,000.00 After school and Saturday ELA and math tutoring (Title I funds)
Scope of service:			Scope of service:	
<u></u> ✓_ALL			<u>✓_</u> ALL	
OR: _Low Income pupils _E _Foster YouthRedesi _Other Subgroups:(Spec	gnated fluent English proficient		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
		\$65,000.00		\$68,792.00 salary
	ize CAASPP and MAP student achievement and growth data, nd other state and internal assessment scores, into reports and owards targets.	Dean of Academics salary & benefits	Priorities 2 & 4 & 8: Charter School synthesizes CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets.	\$9,067.00 benefits Dean of Academics salary & benefits
Scope of service:			Scope of service:	
_✓_ALL				
OR:Low Income pupilsEFoster YouthRedesi Subgroups:(Specify)	nglish Learners gnated fluent English proficientOther 		OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4:		\$65,000.00	Priority 4:	\$68,792.00 salary \$9,067.00 benefits

 Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets. 	Dean of Academics salary & benefits	 API data is not available at this time. Charter School synthesizes other state and federal accountability information into reports and regularly reviews progress towards targets. 	Dean of Academics salary & benefits
Scope of service:		Scope of service:	
Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.		Priority 4: Charter School offers courses that meet UC/CSU admission requirements.	
Scope of service:	\$66,000.00	Scope of service:	\$42,000.00
 Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school. 	College Advisor salary & benefits	 Charter School offers 4-year academic plans, outlining the classes students will take during their four years of high school. 	College Advisor salary & benefits
Scope of service:		Scope of service:	
Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	\$0.00 ELD supplemental materials \$900.00 Focused PD on ELD standards (Title I Funds)	Priority 4: Charter School has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation according to its EL Master Plan.	\$6,500.00 ELD supplemental materials (Title I Funds) \$900.00 Focused PD on ELD standards (Title I Funds)
Scope of service:		Scope of service:	
_ALL		ALL	

OR:Low Income pupils _✓_English LearnersFoster Youth _✓_Redesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupils English LearnersFoster Youth Redesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	\$25,000.00 AP test fees	Priority 4: Based on student needs and interests, Charter School has offered the following AP courses this year: AP Spanish, AP Biology, AP World History and AP English	\$55,000.00 AP test fees
Scope of service:		Scope of service:	
<u> ✓</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: 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.	\$66,000.00 College Advisor salary & benefits	Priority 4: Charter School has offered "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.	\$42,000.00 College Advisor salary & benefits
Scope of service:		Scope of service:	
<u> ✓</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	Goal, actions, and services w	ill be maintained.	
	Charter School will conteachers will have created the content of the content	ntinue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted dentialing needs.	based on how many
		de a checklist of instructional materials to be used next year and made a purchase order for next y ependiture amount will be adjusted based on the number of instructional materials needed.	rear to ensure sufficient
What changes in actions, services, and expenditures will be made as a result of reviewing	 Charter School will correpair and cleaning ne 	ntinue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amoreds.	unt will be adjusted based on
past progress and/or changes to goals?	 Charter School will conwill be adjusted based 	ntinue to provide professional development to all of its teachers to ensure 100% implementation of on PD needs.	f CCSS. Expenditure amount
		vised its EL Master Plan to better serve the needs of our EL students. Charter School will continue to iture amount will be adjusted based on the ELD materials and PD needs.	o provide EL support and
		ntinue to use the MAP test to set targets for student subgroups and each student. Charter School v mance towards targets and provide additional supports and interventions. Expenditure amount wi al support personnel.	

 Charter School will continue to provide courses that meet UC/CSU requirements. Our college advisor will continue to work with our students on their 4-year academic plans.
Charter School will continue to offer the same AP courses next year and add additional courses depending on student needs and interests.
Charter School will continue to offer Advisory and College Readiness classes in high school.

Original GOAL from prior year LCAP: Goal Applies t	All students will become independent, innovative scholars. Schools: Applicable Pupil Subgroups: All		Related State and/or Local Pri 1 2 3 4 5 6	
Expected Annual Measurable Outcomes:	 Priority 7: Charter School will provide 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 the Charter School. At least 5% of all students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club. At least 90% of our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study. Priority 8: At least 80% of all students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo. At least 80% of all students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency. At least 80% of all students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency. 	Actual Annual Measurable Outcomes:	Priority 7: Charter School provides 100% of the programs and services outlined in its of petition, certain programs and services being dependent on student need at Elective courses offered in 2015-16 include: Theatre, Robotics, P.E. AP Biolo AP Spanish, AP World History, Turkish, Power English and Power Math. 100% of students have sufficient access to all academic and educational proprovided by the Charter School. 5% of all students participated in the Charter School's grades 6-8 take the "Amath" class or club. 100% of our graduating class has taken a Computer/Technology class and/oblended learning in their program of study. Priority 8: 80% of all students enrolled in the Charter School has created or demonstrated project, experiment, model or demo. 80% of all students enrolled in the Charter School's "Advanced Math" class a grades 6-8 have demonstrated proficiency. 90% of all students enrolled in the Charter School's Computer/Technology or received a grade of "C" or better in 2014-15. We expect a rate of 90% in 2015.	nd interest. gy. AP English grams Advanced or experienced ated a STEAM or club in
	LCAP Ye Planned Actions/Services	ar : 2015-16	Actual Actions/Services	
	Budgeted Expenditures		Estimate	ed_Actual kpenditures
Priority 7: 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 petition.	\$3,000.00 provided students with core courses and electives as outlined in its FuelEd course	e fees
Scope of service: ✓ ALL		Scope of service: ✓ ALL		

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: 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 subgroups.		Priority 7: Charter School has designed its master schedule to meet the needs of all students.	
Scope of service:	_	Scope of service:	
ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		Priority 1: Charter School offers "Advanced Math" class and club to students in grades 6-8.	
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: 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.	\$???.00 STEAM Festival and Expo expenses	Priority 7: Charter School has provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School has organized a local STEAM festival. Our students have participated in the Magnolia-wide STEAM expo.	\$1,000.00 STEAM Festival and Expo expenses
Scope of service:		Scope of service:	
✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)		✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
<u></u>		<u></u> _ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
What changes in actions, services, and	Goal, actions, and services v	vill be maintained.	
expenditures will be made as a result of reviewing past progress and/or changes to goals?	■ Charter School will co	intinue to provide core courses and electives as outlined in its charter petition and provide 100% ac	cess to all students.

Charter School will continue to expand its online course offerings through Fuel Education.
 Charter School will continue to offer "Advanced Math" class and club to students in grades 6-8.
Charter Cahaal will continue to expension a local CTTAM factival proticipate in the Magnalia wide CTTAM over and county wide science fairs and
 Charter School will continue to organize a local STEAM festival, participate in the Magnolia-wide STEAM expo and county-wide science fairs and activities.
Charles Cale a brill a series at a ffew Comment of Tankan land and a series and the bland at land a few comments of the series and the bland at land a
 Charter School will continue to offer Computer/Technology classes and/or blended learning experience for our students. Charter School will continue to provide PD to our staff on Blended Learning.

Original GOAL from prior year LCAP:	All students, families, staff, and other stakeholders will feel a sense of community and connected	ness.	Related State and/or Local Priorities: 1 2 3_ <u>√</u> 4 5_ <u>√</u> 6_ <u>√</u> 7 8 COE only: 9 10 Local : Specify
Expected Annual Measurable Outcomes:	Priority 3: Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year. Charter School will hold a minimum of 5 parent activities/events per year. Teachers will update SIS records daily/weekly. Charter School will send a minimum of 4 progress reports/cards to parents per year. At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: Charter School will maintain an ADA rate of at least 95%. Charter School will maintain a chronic absenteeism rate of no more than 1%. Charter School will maintain a high school dropout rate of no more than 1%. Charter School will maintain a high school dropout rate of no more than 1%. Charter School will maintain a four-year cohort graduation rate of at least 75%. Priority 6: Charter School will maintain a student suspension rate of no more than 1%. Charter School will maintain a student expulsion rate of no more than 1%. Student participation rate in the school experience survey will be at least 80%.	Actual Annual Measurable Outcomes:	Priority 3: Charter School has held 4 SSC meetings in 2015-16 so far and will have held a total of 5 meetings by the end of the school year. Charter School has held 6 Parent Task Force (PTF) meetings in 2015-16 so far and will have held a total of 7 meetings by the end of the school year. Charter School has held 5 parent activities/events this year. Teachers update SIS records daily/weekly. Charter School has sent 5 progress reports/cards to parents in 2015-16 so far and will have sent a total of 6 progress reports/cards by the end of the school year. S% of Charter School's students have been home-visited by the teachers in 2015-16 so far. Priority 5: Charter School maintained an ADA rate of 98% in 2014-15. Our rate in 2015-16 so far is 95% and we expect a rate of at least 95% by the end of the school year. Our chronic absenteeism rate in 2015-16 so far is 5.7%. Charter School maintained a middle school dropout rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Charter School maintained a high school dropout rate of 3% in 2014-15. Our rate in 2015-16 so far is 4%. Charter School maintained a four-year cohort graduation rate of 95% in 2014-15. We expect a rate of 95% by the end of the 2015-16 school year.
	 Parent participation rate in the school experience survey will be at least 25%. Staff participation rate in the school experience survey will be at least 90%. 		Priority 6: Charter School maintained a student suspension rate of 2.6% in 2014-15. Our rate in 2015-16 so far is 0% and we expect to maintain this rate until the end of the school year.

Approval rating on school experience surveys of students, par 85%.	ents, and staff will be at least LCAP Yea	r: 2015-16	Charter School maintained a student expulsion rate of 0% in so far is 0% and we expect a rate of 0% by the end of the sch Student participation rate in the school experience survey is Parent participation rate in the school experience survey is 2 Staff participation rate in the school experience survey is 75 Approval rating on school experience surveys in 2015-16: Students: 61% Parents: 57% Staff: 83%	nool year. 83% in 2015-16. 27% in 2015-16.
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		7,0000,7,00,01,0,00,1,000	Estimated_Actual Annual Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	\$500.00 Parent Involvement Activities (Title I Funds)	Priority 3: Charter School will have meetings.	parents on its School Site Council (SSC) and hold periodic SSC	\$375.00 Parent Involvement Activities (Title I Funds)
Scope of service:		Scope of service:		
<u></u> ✓_ALL		<u> </u>		
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsFoster YouthRede Subgroups:(Specify)	_English Learners signated fluent English proficientOther 	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.		Priority 3: Charter School will have periodic ELAC meetings.	an English Learner Advisory Committee (ELAC) and hold	
Scope of service:		Scope of service:		
<u>✓</u> ALL		_✓_ALL		
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	-	OR:Low Income pupilsFoster YouthRede Subgroups:(Specify)	English Learners signated fluent English proficientOther	
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.		Priority 3: Charter School will have	a Parent Task Force (PTF) and hold periodic PTF meetings.	
Scope of service:		Scope of service:		
ALL	-	<u> </u>		
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsFoster YouthRede Subgroups:(Specify)	English Learners signated fluent English proficientOther	

Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	\$500.00 Parent Involvement Activities (Title I Funds)	Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	\$375.00 Parent Involvement Activities (Title I Funds)
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u></u> ✓_ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3:	\$15,000	Priority 3: Charter School will provide parents with access to course material, homework	\$9,000.00
 Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. 	5800-SIS fees	assignments, projects, and records of students' grades through SIS, an online web portal.	5800-SIS fees
Scope of service:		Scope of service:	
<u>√</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	\$65,000.00 salary		\$68,792.00 salary \$9,067.00 benefits
 Priority 3: Charter School will communicate with the parents of academically low-achieving students. 	Dean of Academics salary & benefits	Priority 3: Charter School will communicate with the parents of academically low-achieving students.	Dean of Academics salary & benefits
Scope of service:		Scope of service:	
<u></u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3:	\$1,000.00	Priority 3:	\$100.00
 Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. 	Home-visit stipends (Title I funds)	 Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. 	Home-visit stipends (Title I funds)
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u> ✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all	\$65,000.00 salary Dean of Academics salary	Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all	\$68,792.00 salary \$9,067.00 benefits
our students and families. Academic and socio-emotional support will be provided to address student needs.	& benefits	its students and families. Academic and socio-emotional support will be provided to address student needs.	Dean of Academics salary & benefits
Scope of service:		Scope of service:	
<u> </u>		<u>√</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.		Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u>✓</u> ALL	
OR:	-	OR:	
Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther		Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther	
Subgroups:(Specify)		Subgroups:(Specify)	
Priority 5:	\$66,000.00	Priority 5:	\$42,000.00
 Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation. 	College Advisor salary & benefits	 Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation. 	College Advisor salary & benefits
Scope of service:	_	Scope of service:	_
<u>✓</u> ALL		<u> ✓</u> ALL	
OR:		OR:	
Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient		Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther	
Other Subgroups:(Specify)		Subgroups:(Specify)	
Priority 5:		Priority 5:	\$3,000.00
 Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. 	Fuel Ed credit recovery course fees	 Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. 	Fuel Ed credit recovery course fees
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u>✓</u> ALL	
OR: Low Income pupilsEnglish Learners		OR: Low Income pupils English Learners	
Foster YouthRedesignated fluent English proficientOther			
Subgroups:(Specify)		Subgroups:(Specify)	
Priority 6:	\$65,000.00	Priority 6:	\$68,792.00 salary \$9,067.00 benefits

Charter School will annually assess its suspension/expulsion policies and procedures and	Dean's salary & benefits	Charter School will annually assess its suspension/expulsion policies and procedures	
document and implement alternatives to suspension/expulsion.	bearra salary & benefits	and document and implement alternatives to suspension/expulsion.	Dean of Academics salary & benefits
Scope of service:		Scope of service:	
✓ ALL		✓ ALL	
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
<u> </u>		3 1 (1)/	
Priority 6:	\$16,000.00	Priority 6:	\$10,840.00
 Teachers will establish classroom management procedures, foster positive relationships, 	Teacher PD	 Teachers will establish classroom management procedures, foster positive 	Teacher PD
and help create an atmosphere of trust, respect, and high expectations.		relationships, and help create an atmosphere of trust, respect, and high expectations.	
Scope of service:		Scope of service:	
_✓_ALL		<u></u> _✓_ALL	
OR:		OR:	
Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther		Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther	
Subgroups:(Specify)		Subgroups:(Specify)	
			\$68,792.00 salary
Priority 6:	\$65,000.00	Priority 6:	\$9,067.00 benefits
Charter School staff will acknowledge and encourage positive student behavior and	Dean's salary & benefits	Charter School staff will acknowledge and encourage positive student behavior and	Dean of Academics salary
improvements.		improvements.	& benefits
Scope of service:		Scope of service:	
<u></u> _ALL		<u>✓</u> ALL	
OR:		OR:	
Low Income pupilsEnglish Learners Foster Youth Redesignated fluent English proficient		Low Income pupilsEnglish Learners Foster Youth Redesignated fluent English proficient Other	
Other Subgroups:(Specify)		Subgroups:(Specify)	
	Ć4 500 00 Summer		
Priority 6:	\$4,500.00 Survey expenses - Panorama	Priority 6:	\$2,000.00 Survey expenses - Panorama
 Charter School will annually administer school experience surveys to students, parents, and staff. 		 Charter School will annually administer school experience surveys to students, parents, and staff. 	Tanorama
Scope of service:		Scope of service:	
ALL		<u>√</u> ALL	
OR:Low Income pupilsEnglish Learners		OR:Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficientOther		Foster YouthRedesignated fluent English proficientOther	
Subgroups:(Specify)		Subgroups:(Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Goal, actions, and services will be maintained.

- Charter School will continue to provide opportunities for parent involvement. Expenditure amount will be adjusted based on SIS fees, parent
 events/activities, and number of home visits.
- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.
- Charter School will continue to offer 4-year academic plans, credit recovery classes, and monitor for timely high school graduation.
- Charter School will continue to assess its suspension policies and procedures and encourage positive student behavior and improvements.
- Charter School will continue to administer school experience surveys to students, parents, and staff. Charter School will continue to use survey results for school improvement.

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district-wide, school-wide, countywide, or charter-wide manner as specified in 5 CCR 15496.

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

\$368,149.00

Total amount of Supplemental and Concentration grant funds calculated: \$____

Charter School's identified amount of funds in the LCAP year is approximately \$368,149.00. These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students.

Charter School will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, Life Skills classes, positive behavior support and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils:

Low income pupils:

Actions and services:

Charter School will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements.

- Charter School will expand summer learning programs to prevent summer learning loss.
- Charter School will provide resources for increased outreach efforts to low income families including home visits and meetings.
- Charter School will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources.
- Charter School will provide targeted assistance to low income students in career/college readiness activities and guidance.
- Charter School will provide STEAM related courses, clubs, field trips, competitions, and other activities to promote STEAM.
- Charter School will provide bullying prevention training.

Anticipated expenditures: \$333,149.00

- Afterschool programs
- Summer learning programs
- Home visits
- Parent trainings
- Career/college readiness activities for low income pupils

Foster youth:

Actions and services:

- Foster youth will receive educational counseling.
- Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- Charter School will improve communication with foster guardians.

Anticipated expenditures: \$20,000.00

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- Charter School will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- Charter School will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- Charter School will provide additional teaching sections of EL intervention courses.
- Charter School will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- Charter School will provide culturally and linguistically relevant materials for students.
- Charter Scholl will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- Charter School will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- Charter School will regularly review progress towards targets.
- Charter School will provide additional supports and interventions, as needed.

Anticipated expenditures: \$15,000.00

- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPs).

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

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

26.18 %

Charter School Proportionality Calculation:

Charter School's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. The Charter School addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students. School-wide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

- (2) The total number of cohort members.
- (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).

Introduction:

LEA: <u>Magnolia Science Academy-5</u> Contact (Name, Title, Email, Phone Number): <u>Brad Plonka, Principal, bplonka@magnoliapublicschools.org, (818) 705-</u> 5676 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-5 ("MSA-5" or "Charter School") 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, social media, 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, Dean meetings, and staff meetings. In addition, the Charter School conducts surveys for parents, students, and teachers 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.

MSA-5 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 LEP students and immigrants, and a WASC action plan for continual 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.

Impact on LCAP

All major groups have been informed of the LCAP work and given an opportunity to participate. MSA-5's team has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP:

- Fully implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development
- Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement
- Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets
- Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups
- Develop college-preparedness
- Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in MSA-5 to maintain sense of safety and school connectedness

Annual Update:

The Charter School held its periodical meetings in 2015-16 to gather input from is stakeholders. These include at least 4 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 5 parent activities/events including Coffee with the Principal meetings, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was over 90%. MSA-5's staff made 40 home visits during 2015-16 and sought feedback from the parents for school improvement.

Annual Update:

Based on input from all stakeholders and available data through surveys and student achievement/school data, MSA-5 has updated its LCAP. Some of the updates include:

- Purchasing of common-core aligned instructional materials
- Addition of school-level support positions, e.g., instructional coach
- Improvements in English Learner services
- Summer school options
- Increasing employee salaries and implementing performance pay
- Investing in effective technology to enhance instruction in the classroom
- Offering an annual STEAM festival and a STEAM expo
- Other input includes improving school facilities, identification and support of immigrant students and foster youth, decreasing truancy and sustaining after school and Saturday programs.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL #1:	All students will p	ursue academic excellence and be college/career ready.			Related State and/or I 1234 8 COE only: 9 Local : Specify	_ 5 6 7 _ 10	
Identified	Need:	 To increase or maintain the API scores to meet or exceed 	s-aligned instructional m ir icient or above in Englisi ed the API growth targe will have successfully co oward English language as FEP ass AP exams	n Language Arts/Literacy and math on the CAASPP assessment ts school-wide and for all student subgroups mpleted courses that satisfy the UC/CSU or career technical e proficiency	t system		
Goal App	Goal Applies to: Schools: All						
	LCAP Year 1: 2016-17						
Priority 1: 1 00% of MSA-5's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 1 00% of students will have sufficient access to standards-aligned instructional materials. At least 90% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: MSA-5 will provide 100% implementation of CCSS for all students. Priority 4: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2016 to 2017. For all student 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% from fall to spring. MSA-5 will meet or exceed the annual API growth targets for all student subgroups. The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 3% from the prior year. Priority 8: At least 70% of all students enrolled at MSA-5 for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.							
	Ad	ctions/Services	Scope of Service	Pupils to be served within identi	fied scope of service	Budgeted Expenditures	
Priority 1: MSA-5 will of	conduct credentia	I review as part of teacher hiring process and support our	All	<u></u> ✓_ALL		\$6000.00	

	teachers' credentialing needs.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	5800-BTSA expenses, EL authorization fees
•	Priority 1: MSA-5 will annually review master schedule/teacher assignments to ensure compliance.	All		
•	Priority 1: MSA-5 will annually review alignment of instructional materials to standards.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
•	Priority 1: MSA-5 will annually keep an inventory of instructional materials and corresponding purchase of materials.	All		
•	Priority 1: MSA-5 will annually review budget and plan to ensure adequate budget for instructional materials.	All	✓ ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$164,900.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
•	Priority 1: MSA-5 will do annual and monthly facility inspections to screen for safety hazards.	All		
	Priority 2: MSA-5 will ensure curricula and assessments are aligned to the CCSS.	All	<u>✓ ALL</u>	\$2200.00

			OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	MAP testing fees
•	Priority 2: Teachers will participate in professional development on the implementation of CCSS.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$2000.00 5800 Professional Development on CCSS
•	Priorities 2 & 4 & 8: MSA-5 will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$1200.00 5800 Professional Development on EL strategiesgoal
•	Priorities 2 & 4 & 8: During the day, MSA-5 will provide additional supports and interventions to all students, including ELs.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Power English and Power Math teacher salaries (Title I funds)
•	Priorities 2 & 4 & 8: MSA-5 will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	All		\$1000.00 After school and Saturday ELA and math tutoring (Title I funds)
•	Priorities 2 & 4 & 8: MSA-5 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.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$68,399.00 Dean of Academics salary & benefits
•	Priority 4: MSA-5 will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	Priority 4: MSA-5 will offer courses that meet UC/CSU admission requirements.	All		

			OR:Low Income pupilsEnglish Learners	
			Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	
•	Priority 4: MSA-5 will offer 4-year academic plans; outlining the classes students will take during their four years of high school.	All		
•	Priority 4: MSA-5 will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	English Learners Redesignated fluent English proficient	ALL OR:Low Income pupils✓_English LearnersFoster Youth✓_Redesignated fluent English proficientOther Subgroups:(Specify)	\$5000.00 ELD core materials \$2000.00 ELD supplemental materials \$2000.00 Focused PD on ELD standards
•	Priority 4: MSA-5 will offer "Advisory" classes (college planning and career exploration program).	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	

				Related State and/or I	_ocal Priorities:
#2: All students will become independent, innovative scholars. Co				1 2 3 4 5 COE only: 9_ Local : Specify	_ 10
Identified	Priority 7: To increase access to all possible courses and programs	S			
Goal Ap	plies to: Schools: All Applicable Pupil Subgroups: All				
		LCAP Ye	ear 1: 2016-17		
Meas	 at least 5% of all students enrolled at MSA-5, grade Priority 8: 	ademic and educational s 6-8 will be taking the " reate or demonstrate a s dvanced Math" class or o	Advanced Math" class or club. STEAM focused project, experiment, model or demo. club in grades 6-8 will demonstrate proficiency.	student need and interest.	
	Actions/Services	Scope of Service	Pupils to be served within identi	fied scope of service	Budgeted Expenditures
	Il provide students with a broad array of courses including core subjects nathematics, social sciences, and science) and electives as outlined in its	All		nt English proficient	
	:	All		it English proficient	\$68,399.00 Dean of Academics salary & benefits
Priority 7 ■ MSA-5 wi	: Il offer an "Advanced Math" class or club to students in grades 6-8.	All		it English proficient	
Priority 7		All	_✓_ALL		

 MSA-5 will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. MSA-5 will also provide information and access to quality out-of-school STEAM activities and achievements. 		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: MSA-5 will offer Computer/Technology classes and/or blended learning experience for our students.	All		\$23,000.00 Computer/Technology teacher program

GOAL #3:	All MSA-5 stude	nts, families, staff, and other stakeholders will feel a sense of co	ommunity and connecte	1 dness.	ated State and/or L 2 3 4 5	<u>√</u> 6 <u>√</u> 7
Identified	d Need :	Priority 3: To increase parental involvement and seek parent input To promote parent participation Priority 5: To increase student attendance To avoid 0 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	-	r the Charter School		
Goal Applies to: Schools: All						
Applicable Pupil Subgroups: 111						
			LCAP Ye	ar 1: 2016-17		
Priority 3: MSA-5 will hold a minimum of 4 English Learner Advisory Committee (ELAC MSA-5 will hold a minimum of 4 English Learner Advisory Committee (ELAC MSA-5 will hold a minimum of 5 parent activities/events per year. MSA-5 will hold a minimum of 5 parent activities/events per year. Teachers will update SIS records daily/weekly. MSA-5 will send a minimum of 4 progress reports/cards to parents per year. At least 20% of MSA-5's students will be home-visited by the teachers. Priority 5: MSA-5 will maintain an ADA rate of at least 95%. MSA-5 will maintain a chronic absenteeism rate of no more than 10%. Priority 6: MSA-5 will maintain a student suspension rate of no more than 1%. Priority 6: MSA-5 will maintain a student expulsion rate of no more than 1%. Student participation rate in the school experience survey will be at least 25 Staff participation rate in the school experience survey will be at least 25 Staff participation rate in the school experience survey will be at least 25 Staff participation rate in the school experience survey will be at least 20 Approval rating on school experience survey will be at least 20 Approval rating on school experience survey will be at least 20 Approval rating on school experience survey will be at least 20 Approval rating on school experience survey will be at least 20 Approval rating on school experience survey will be at least 20 Approval rating on school experience survey will be at least 20 Approval rating on school experience survey will be at least 20 Approval rating on school experience survey will be at least 20 Approval rating on school experience survey will be at least 20 Approval rating on school experience survey will be at least 20 Approval rating on school experience survey will be at least 20 Approval rating on school experience survey will be at least 20 Approval rating on school experience survey will be at least 20 Approval rating on school experience survey will be at least 20 Approval rating on school experience survey will be at least 2			%.			
ACTIONS/SARVICAS		Scope of Service	Pupils to be served within identified so	ope of service	Budgeted Expenditures	
Priority 3: MSA-5 will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		All	ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent EnglishOther Subgroups:(Specify)	h proficient	·	

•	Priority 3: MSA-5 will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
•	Priority 3: MSA-5 will have a Parent Task Force (PTF) and hold periodic PTF meetings.	English Learners		
•	Priority 3: MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
•	Priority 3: MSA-5 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$10,000.00 5800-SIS fees
•	Priority 3: MSA-5 will communicate with the parents of academically low-achieving students.	All		
-	Priority 3: MSA-5 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	All	✓ ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$2000.00 Home-visit stipends (Title I funds)

	Priority 5: MSA-5 will provide a safe, nurturing, and engaging learning environment for all our	All	<u></u> ✓ ALL	\$5000.00
	students and families. Academic and socio-emotional support will be provided to address student needs.		OR:	Dean of Culture stipend
	address stadent needs.		Low Income pupilsEnglish Learners	
			Foster YouthRedesignated fluent English proficient	
			Other Subgroups:(Specify)	
	Priority 5: MSA-5 will inform parents and students of attendance policies specified in the	All	✓ ALL	
	Student/Parent Handbook and encourage and support student attendance.		OR:	·
			Low Income pupilsEnglish Learners	
			Foster YouthRedesignated fluent English proficient	
			Other Subgroups:(Specify)	
	Priority 5:	All	✓ ALL	
•	MSA-5 will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school		OR:	
	graduation.			
			Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient	
			Cother Subgroups:(Specify)	
	Priority 5:	All		
•	MSA-5 will offer credit recovery classes and provide support to ensure timely high		<u> </u>	
	school graduation.		OR:	
			Low Income pupilsEnglish Learners	
			Foster YouthRedesignated fluent English proficient	
		A.II	Other Subgroups:(Specify)	
	Priority 6: MSA-5 will annually assess its suspension/expulsion policies and procedures and	All	✓ ALL	
	document and implement alternatives to suspension/expulsion.			
			OR:	
			Low Income pupils English Learners	
			Foster Youth Redesignated fluent English proficient	
			Other Subgroups:(Specify)	
	Priority 6:	All	✓ ALL	\$10000.00
•	Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		OR:	Teacher PD Edge
	relationships, and help decate an atmosphere of trast, respect, and high expectations.		Low Income pupilsEnglish Learners	Coaching
			Foster YouthRedesignated fluent English proficient	5820
			Other Subgroups:(Specify)	
	Priority 6:	All		
•	MSA-5 staff will acknowledge and encourage positive student behavior and		<u> </u>	
	improvements.		OR:	
			Low Income pupilsEnglish Learners	
			Foster YouthRedesignated fluent English proficient	
			Other Subgroups:(Specify)	

١.	Priority 6: MSA-5 will annually administer school experience surveys to students, parents, and	All	<u>✓ ALL</u>	\$1500.00
	staff.		OR:	Survey expenses
			Low Income pupilsEnglish Learners	
		Foster YouthRedesignated fluent English profic	Foster YouthRedesignated fluent English proficient	
			Other Subgroups:(Specify)	
			OR:	
			Low Income pupilsEnglish Learners	
			Foster YouthRedesignated fluent English proficient	
			Other Subgroups:(Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	All students will pursue academic excellence and be college/career ready.	Related State and/or Local Priorities: 1 2 3 4 5 6 7
Goal Applies t	o: Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Priority 1: 100% of MSA-5's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of students will have sufficient access to standards-aligned instructional materials. At least 90% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: MSA-5 will provide 100% implementation of CCSS for all students. Priority 4: For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2015 to 2016. For all student 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% from fall to spring. MSA-5 will meet or exceed the annual API growth targets for all student subgroups. The percentage of EL students who are reclassified will increase by 5% from the prior year. Priority 8: At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Priority 1: 100% of MSA-5's teachers are appropriately assigned and fully credentialed as required by law and the charter. 100% of students have sufficient access to standards-aligned instructional materials. At least 90% of the items on facility inspection checklists are in compliance/good standing. Priority 2: MSA-5 provides 100% implementation of CCSS for all students. Priority 4: For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system is expected to increase by 5% from 2015 to 2016. More specific targets will be set as 2016 SBAC data becomes available.) ELA/Literacy Math 2015 2016 (Expected) 2015 2016 (Expected) Schoolwide 18% 23% 6% 11% Socioecon. Disadv. 19% 55% 6% 11% English Learners 0% 5% 0% 5% Hispanic or Latino 18% 55% 4% 9% African American 0% 5% 0% 5% For all student 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 was expected to increase by 5% from fall to spring. Following are the proficiency percentages for our subgroups: Reading/ELA Math Fall 2015 Spring 2016 Fall 2015 Spring 2016 Schoolwide 27% 32% 11% 16% Socioecon. Disadv. 26% 31% 11% 16% Socioecon. Disadv. 26% 31% 11% 16% English Learners 5% 10% 3% 8% Hispanic or Latino 25% 30% 8% 13%

		African American 42% 47% 0%	55%
		API data is not available at this time.	
		 The percentage of EL students who are reclassified has decreyear. 	eased by 2% from the prior
		2014-15: 20% 2015-16: 18%	
		Priority 8:	
		 70% of all students enrolled in the Charter School for a full argrade of "C" or better (or performed "proficient" on the relain core subjects and electives. We expect a rate of 85% in 20 	ted state standardized tests)
LCAP Yea	r : 2015-16		
		Actual Actions/Services	
Budgeted Expenditures			Estimated_Actual Annual Expenditures
9000.00 5800-BTSA expenses, EL	Priority 1: All teacher credentials	s have been reviewed. MSA-5 has supported 1 of its teachers for	3000.00 5800-BTSA expenses, EL
authorization fees	their credentialing ne	eds.	authorization fees
	Scope of service:		
	<u>✓</u> ALL		
	Foster Youth Red	designated fluent English proficient Other	
	Priority 1:	ith its taachar assignments	
		l l	
	Low Income pupils		
	Foster YouthRed Subgroups:(Specify)	designated fluent English proficientOther	
	Priority 1: MSA-5 has reviewed in standards.	ts current instructional materials and they are aligned to	
	 MSA-5 has reviewed it 	ts current instructional materials and they are aligned to	
	Budgeted Expenditures 9000.00 5800-BTSA expenses, EL	Expenditures 9000.00 5800-BTSA expenses, EL authorization fees Priority 1: All teacher credential their credentialing ne Scope of service: ALL OR: Low Income pupils Foster Youth _ Resubgroups:(Specify)_ Priority 1: MSA-5 is compliant w Scope of service: ALL OR: Low Income pupils Foster Youth _ Resubgroups:(Specify)_ Briority 1: MSA-5 is compliant w Scope of service: ALL OR: Low Income pupils Foster Youth _ Resubgroups:(Specify)_	API data is not available at this time. The percentage of EL students who are reclassified has decreyear. 2014-15: 20% 2015-16: 18% Priority 8: 70% of all students enrolled in the Charter School for a full a grade of "C" or better (or performed "proficient" on the relain core subjects and electives. We expect a rate of 85% in 20 LCAP Year: 2015-16 Actual Actions/Services Budgeted Expenditures 9000.00 S800-BTSA expenses, EL authorization fees Priority 1: All teacher credentials have been reviewed. MSA-5 has supported 1 of its teachers for their credentialing needs. Scope of service:

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: MSA-5 will annually keep an inventory of instructional materials and corresponding purchase of materials.		Priority 1: MSA-5 keeps an inventory of instructional materials and corresponding purchase of materials.	
Scope of service:		Scope of service:	
<u> </u>		<u> ✓</u> ALL	
OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	\$120,800.00		\$84,170.00
 Priority 1: MSA-5 will annually review budget and plan to ensure adequate budget for instructional materials. 	4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: MSA-5 has used its budget to ensure sufficient access to instructional materials.	4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u></u> ✓_ALL	
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: MSA-5 will do annual and monthly facility inspections to screen for safety hazards.		Priority 1: MSA-5 has done annual and monthly facility inspections to screen for safety hazards.	
Scope of service:		Scope of service:	
✓ ALL		✓ ALL	
OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.		Priority 1: Charter School has maintained its campus cleanliness through daily general cleaning.	
Scope of service:		Scope of service:	
_✓_ALL		<u>✓</u> ALL	
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

		•	
Priority 2: MSA-5 will ensure curricula and assessments are aligned to the CCSS.	\$2500.00 MAP testing fees	Priority 2: MSA-5 implements curricula and assessments aligned to the CCSS.	\$1900.00 MAP testing fees
Scope of service:		Scope of service:	Time testing rees
✓ ALL		✓ ALL	
OR:		OR·	
Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)		Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Delanity 2		Priority 2:	
Priority 2: Teachers will participate in professional development on the implementation of CCSS.		 Teachers have participated in professional development on the implementation of CCSS. 	
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	\$600.00		\$600.00
 Priorities 2 & 4 & 8: MSA-5 will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 	5800 Professional Development on EL strategies	 Priorities 2 & 4 & 8: MSA-5 provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 	5800 Professional Development on EL strategies
Scope of service:	_	Scope of service:	
✓ ALL		✓ ALL	-
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	\$19,082.80		4
Priorities 2 & 4 & 8: During the day, MSA-5 will provide additional supports and interventions to all students, including ELs.	Power English and Power Math teacher salaries (Title I funds)	Priorities 2 & 4 & 8: During the day, MSA-5 provides additional supports and interventions to all students, including ELs.	\$19,082.80 Power English and Power Math teacher salaries (Title I funds)
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>√</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priorities 2 & 4 & 8: MSA-5 will provide additional supports and interventions to all students, including ELs,	\$569.98	Priorities 2 & 4 & 8: MSA-5 provides additional supports and interventions to all students, including ELs,	

during after school hours and on Saturday.	After school and Saturday ELA and math tutoring (Title I funds)	during after school hours and on Saturday.	
Scope of service:		Scope of service:	
✓ ALL		✓ ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	\$64,428.00		\$64,428.00
 Priorities 2 & 4 & 8: MSA-5 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. 	Dean of Academics salary & benefits	 Priorities 2 & 4 & 8: MSA-5 synthesizes CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets. 	Dean of Academics salary & benefits
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: MSA-5 will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.		Priority 4: API data is not available at this time. MSA-5 synthesizes other state and federal accountability information into reports and regularly reviews progress towards targets.	
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u>✓</u> ALL	
OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: MSA-5 will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.		Priority 4: MSA-5 has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation according to its EL Master Plan.	
Scope of service:		Scope of service:	
ALL		ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
What changes in actions, services, and	Goal, actions, and services w	vill be maintained.	

expenditures will be made as a result of reviewing past progress and/or changes to goals?

- MSA-5 will continue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted based on how many teachers will have credentialing needs.
- MSA-5 has made a checklist of instructional materials to be used next year and made a purchase order for next year to ensure sufficient access to
 materials. Expenditure amount will be adjusted based on the number of instructional materials needed.
- MSA-5 will continue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amount will be adjusted based on repair and cleaning needs.
- MSA-5 will continue to provide professional development to all of its teachers to ensure 100% implementation of CCSS. Expenditure amount will be adjusted based on PD needs.
- MSA-5 has revised its EL Master Plan to better serve the needs of our EL students. Charter School will continue to provide EL support and interventions. Expenditure amount will be adjusted based on the ELD materials and PD needs.
- MSA-5 will continue to use the MAP test to set targets for student subgroups and each student. Charter School will continue to regularly review
 student performance towards targets and provide additional supports and interventions. Expenditure amount will be adjusted based on the number
 of instructional support personnel.
- MSA-5 will begin to provide courses that meet UC/CSU requirements. Our admin team and advisory teacher will continue to work with our students on their 4-year academic plans.

Original GOAL from prior year LCAP:	All students will become independent, innovative scholars.		Related State and/or Local 1 2 3 4 5 8_ <u>√</u> COE only: 9 10 Local : Specify	6 7 <u>_ ✓</u> 0	
Goal Applies t	Schools: All Applicable Pupil Subgroups: All				
	Priority 7:		Priority 7:		
	 MSA-5 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-5 provides 100% of the programs and services outlined in its ch programs and services being dependent on student need and interes		
	 100% of students will have sufficient access to all academic and educational programs provided by MSA-5. 		 100% of students have sufficient access to all academic and educatio provided by MSA-5. 	onal programs	
Expected Annual	 At least 5% of all students enrolled in MSA-5's grades 6-8 will be taking the "Advanced Math" class or club. 	Actual Annual Measurable Outcomes:	12% of all students enrolled in MSA-5's grades 6-8 take the "Advance club.	ed Math" class or	
Measurable	Priority 8:		Priority 8:		
Outcomes:	 At least 80% of all students enrolled in the MSA-5 will create or demonstrate a STEAM focused project, experiment, model or demo. 		87% of all students enrolled in the MSA-5 has created or demonstrat project, experiment, model or demo.	red a STEAM focused	
	At least 80% of all students enrolled in MSA-5's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency.		 80% of all students enrolled in MSA-5's "Advanced Math" class or cludemonstrated proficiency. 	ub in grades 6-8 have	
	 At least 80% of all students enrolled in MSA-5's Computer/Technology classes will demonstrate proficiency. 		80% of all students enrolled in the MSA-5 's Computer/Technology of grade of "C" or better in 2014-15.	lasses received a	
LCAP Year: 2015-16					
	Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Es	stimated_Actual ual Expenditures	
Priority 7: MSA-5 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.		Priority 7: MSA-5 has provided petition.	students with core courses and electives as outlined in its charter		
Scope of service:		Scope of service:			
_✓_ALL		<u>√</u> ALL			
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsFoster YouthRosubgroups:(Specify)_	sEnglish Learners edesignated fluent English proficientOther		
l .					

Priority 7: MSA-5 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 subgroups.		Priority 7: MSA-5 has designed its master schedule to meet the needs of all students.	
Scope of service:		Scope of service:	
Priority 7: MSA-5 will offer an "Advanced Math" class or club to students in grades 6-8.		Priority 1: MSA-5 offers "Advanced Math" class and club to students in grades 6-8.	
Scope of service:		Scope of service:	
Priority 7: MSA-5 will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. MSA-5 will also provide information and access to quality out-of-school STEAM activities and achievements.		Priority 7: MSA-5 has provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. MSA-5 has organized a local STEAM festival. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities.	
Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Scope of service:	
Priority 7: MSA-5 will offer Computer/Technology classes and/or blended learning experience for our students.	\$1000.00 Computer/Technology teacher stipend	Priority 7: MSA-5 offers Computer/Technology classes and/or blended learning experience for our students. Charter School purchased 100 Chromebooks in 2015-16. Our teachers have participated in PD on Blended Learning.	\$1000.00 Computer/Technology teacher stipend
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing	Goal, actions, and services w MSA-5 will continue to	vill be maintained. p provide core courses and electives as outlined in its charter petition and provide 100% access to a	all students.

past progress and/or changes to goals?	MSA-5 will continue to expand its online course offerings through Fuel Education.
	■ MSA-5 will continue to offer "Advanced Math" class and club to students in grades 6-8.
	MSA-5 will continue to organize a local STEAM festival, participate in the Magnolia-wide STEAM expo and county-wide science fairs and activities.
	 MSA-5 will continue to offer Computer/Technology classes and/or blended learning experience for our students. MSA-5 will continue to provide PD to our staff on Blended Learning.

Original GOAL from prior year LCAP: Goal Applies to	All students, families, staff, and other stakeholders will feel a sense of community and connected a sense of connected a	ness.	Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Expected Annual Measurable Outcomes:	Priority 3: MSA-5 will hold a minimum of 4 SSC meetings per year. MSA-5 will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. MSA-5 will hold a minimum of 4 Parent Task Force (PTF) meetings per year. MSA-5 will hold a minimum of 5 parent activities/events per year. MSA-5 will update SIS records daily/weekly. MSA-5 will send a minimum of 4 progress reports/cards to parents per year. At least 25% of MSA-5's students will be home-visited by the teachers. Priority 5: MSA-5 will maintain an ADA rate of at least 95%. MSA-5 will maintain a chronic absenteeism rate of no more than 1%. MSA-5 will maintain a middle school dropout rate of no more than 1%. Priority 6: MSA-5 will maintain a student suspension rate of no more than 5%. MSA-5 will maintain a student expulsion rate of no more than 1%. Student participation rate in the school experience survey will be at least 25%. Staff participation rate in the school experience survey will be at least 90%. Approval rating on school experience surveys of students, parents, and staff will be at least 85%.	Actual Annual Measurable Outcomes:	 Priority 3: MSA-5 has held 3 SSC meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. MSA-5 has held 3 English Learner Advisory Committee (ELAC) meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. MSA-5 has held 4 Parent Task Force (PTF) meetings in 2015-16 so far and will have held a total of 5 meetings by the end of the school year. MSA-5 has held more than 5 parent activities/events this year. Teachers update SIS records daily/weekly. MSA-5 has sent 5 progress reports/cards to parents in 2015-16 so far and will have sent a total of 6 progress reports/cards by the end of the school year. 25% of MSA-5's students have been home-visited by the teachers in 2015-16 so far. Priority 5: MSA-5 maintained an ADA rate of 95% in 2014-15. Our rate in 2015-16 so far is 95% and we expect a rate of at least 95% by the end of the school year. MSA-5 maintained a chronic absenteeism rate of 13.98% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. MSA-5 maintained a middle school dropout rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of no more than 5% by the end of the school year. MSA-5 maintained a student suspension rate of 1.6% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of no more than 5% by the end of the school year. MSA-5 maintained a student expulsion rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. MSA-5 maintained a student expulsion rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. MSA-5 maintained a student expulsion rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year.

		Parent participation rate in the school experience survey is 9	1% in 2015-16.
		Staff participation rate in the school experience survey is 100	% in 2015-16.
		Approval rating on school experience surveys in 2015-16:	
		Students: 61% Parents: 92% Staff: 100%	
	LCAP Yea	r: 2015-16	
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated_Actual Annual Expenditures
Priority 3: MSA-5 will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		Priority 3: MSA-5 will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	
Scope of service:		Scope of service:	
<u>✓_</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: MSA-5 will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.		Priority 3: MSA-5 will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	
Scope of service:		Scope of service:	
<u>√</u> ALL		<u> </u>	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: MSA-5 will have a Parent Task Force (PTF) and hold periodic PTF meetings.		Priority 3: MSA-5 will have a Parent Task Force (PTF) and hold periodic PTF meetings.	
Scope of service:ALL		Scope of service:ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.		Priority 3: MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	
Scope of service:		Scope of service:	

		✓ ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: ■ MSA-5 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Scope of service: ✓ ALL	\$10,000.00 5800-SIS fees	Priority 3: ■ MSA-5 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Scope of service: ✓ ALL	\$10,000.00 5800-SIS fees
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: Charter School will communicate with the parents of academically low-achieving students.		Priority 3: MSA-5 will communicate with the parents of academically low-achieving students.	
Scope of service:		Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: MSA-5 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$500.00 Home-visit stipends (Title I funds)	Priority 3: MSA-5 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$500.00 Home-visit stipends (Title I funds)
Scope of service:		Scope of service:	
Priority 5: MSA-5 will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs. Scope of service:		Priority 5: ■ MSA-5 will provide a safe, nurturing, and engaging learning environment for all its students and families. Academic and socio-emotional support will be provided to address student needs. Scope of service:	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)
Priority 5: MSA-5 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	Priority 5: MSA-5 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
Scope of service:	Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)
Priority 6: MSA-5 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	Priority 6: MSA-5 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.
Scope of service:	Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
Scope of service:	Scope of service:
Priority 6: MSA-5 staff will acknowledge and encourage positive student behavior and improvements.	Priority 6: MSA-5 staff will acknowledge and encourage positive student behavior and improvements.
Scope of service:	Scope of service:

Priority 6: MSA-5 will annually administer school experience surveys to students, parents, and staff.	\$1500.00 Survey expenses	Priority 6: MSA-5 will annually administer school experience surveys to students, parents, and staff.	\$1500.00 Survey expenses
Scope of service:		Scope of service:	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	MSA-5 will provide a s be provided to addres MSA-5 will begin to of MSA-5 will continue to	o provide opportunities for parent involvement. Expenditure amount will be adjusted based on SIS number of home visits. afe, nurturing, and engaging learning environment for all our students and families. Academic and	socio-emotional support will exemple socio-emotional support exemple soci

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:

\$342,045.00

MSA-5's identified amount of funds in the LCAP year is approximately \$342,045.00. These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students.

Charter School will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, Get Ready for Life classes, positive behavior support and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils:

Low income pupils:

Actions and services:

- MSA-5 will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements.
- MSA-5 will expand summer learning programs to prevent summer learning loss.
- MSA-5 will provide resources for increased outreach efforts to low income families including home visits and meetings.
- MSA-5 will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources.
- MSA-5 will provide targeted assistance to low income students in career/college readiness activities and guidance.
- MSA-5 will provide STEM related courses, clubs, field trips, competitions, and other activities to promote STEM.
- MSA-5 will provide bullying prevention training.
- MSA-5 will provide/pilot programs such as Second Step and Why Try to provide explicit social/emotional instruction.

Anticipated expenditures: \$340,000.00

- Afterschool programs
- Summer learning programs
- Home visits
- Parent trainings
- Career/college readiness activities for low income pupils

Foster youth:

Actions and services:

- Foster youth will receive educational counseling.
- · Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- Charter School will improve communication with foster guardians.

Anticipated expenditures: \$20,000.00

Guidance/PSA counselor

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- MSA-5 will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- MSA-5 will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- MSA-5 will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- MSA-5 will provide additional teaching sections of EL intervention courses.
- MSA-5 will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- MSA-5 will provide culturally and linguistically relevant materials for students.
- MSA-5 will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- MSA-5 will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- MSA-5 will regularly review progress towards targets.
- MSA-5 will provide additional supports and interventions, as needed.

Anticipated expenditures: \$55,000.00

- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPs).

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

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

27.62 %

MSA-5's Proportionality Calculation:

MSA-5's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. MSA-5 addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at MSA-5 will be focus students and MSA-5 will continue to maintain and improve its services to unduplicated students. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. MSA-5 recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, MSA-5 will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of MSA-5's Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

- (2) The total number of cohort members.
- (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy-6 Contact (Name, Title, Email, Phone Number): John Terzi, Principal, jterzi@magnoliapublicschools.org, (310) 842-8555 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-6 ("MSA-6" or "Charter School") 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, Dean meetings, and staff meetings. In addition, the Charter School conducts surveys for parents, students, and teachers 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 LEP students and immigrants, and a WASC action plan for continual 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.

Impact on LCAP

All major groups have been informed of the LCAP work and given an opportunity to participate. The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP:

- Fully implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development
- Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement
- Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets
- Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups
- Develop college-preparedness
- Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in the Charter School to maintain sense of safety and school connectedness

Annual Update:

The Charter School held its periodical meetings in 2015-16 to gather input from is stakeholders. These include 4 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 5 parent activities/events including monthly Coffee with the Principal meetings, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was 52%. The Charter School staff made 45 home visits during 2015-16 and sought feedback from the parents for school improvement.

Annual Update:

Based on input from all stakeholders and available data through surveys and student achievement/school data, the Charter School has updated its LCAP. Some of the updates include:

- Purchasing of common-core aligned instructional materials
- Addition of school-level support positions, e.g., instructional coach
- Improvements in English Learner services
- Increasing employee salaries and implementing performance pay
- Investing in effective technology to enhance instruction in the classroom
- Continue offering an annual STEM festival and a STEM expo
- Other input includes improving school facilities, identification and support of immigrant students and foster youth, decreasing truancy and sustaining after school and Saturday programs.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL #1:	Incorpora	ate writing in all subject areas as e	evidence by (Cluster Reports.	Related State and/or Local : Specify	5 6 7 _ 10
Priority 1: To ensure teachers are appropriately assigned and fully To ensure every pupil has sufficient access to standards- Priority 2: To implement Common Core State Standards Priority 4: To increase the percentage of students who score profice To increase the percentage of ELs who make progress to To increase the percentage of ELs who are reclassified at To increase the percentage of students who are on track Priority 8: To increase student proficiency in all courses			s-aligned instructional m icient or above in English toward English language as FEP	h Language Arts/Literacy and math on the CAASPP assessment proficiency	t system	
Goal Ap	UNITED TO:	Schools: Applicable Public Subgroups: All				
		Applicable Pupil Subgroups: All				
			LCAP Ye	ear 1: 2016-17		
Priority 1: 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of Students will have sufficient access to standards-aligned instructional materials. 1 At least 90% of the items on facility inspection checklists will be in compliance/good standing. 1 Priority 2: 1 Charter School will provide 100% implementation of CCSS for all students. 1 Priority 2: 2 Charter School will provide 100% implementation of CCSS for all students. 2 Priority 3: 3 All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available for all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2 2017. 2 For all student 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) a will increase by 5% from fall to spring. 2 Charter School will meet or exceed the annual API growth targets for all student subgroups. 3 The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by no less than 50%. 3 Priority 8: 4 Least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjectives.				se by 5% from 2016 to rogress (MAP) assessment		
		actions/Services	Scope of Service	Pupils to be served within identif	fied scope of service	Budgeted Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.		All			\$12,000.00 5863-BTSA expenses, EL authorization fees (LCFF)	

•	Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.	All		
•	Priority 1: Charter School will annually review alignment of instructional materials to standards.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
•	Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
•	Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$49,200.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.) (LCFF)
•	Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.	All	✓ ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
•	Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	All		\$11,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits (LCFF)

١.	Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS.	All	✓ ALL	\$3,000.00
	charter seriod will ensure curricula and assessments are aligned to the eess.		OR:	MAP testing fees
			Low Income pupilsEnglish Learners	(LCFF Supplemental)
			Foster YouthRedesignated fluent English proficient	
			Other Subgroups:(Specify)	4-0000
	Priority 2: Teachers will participate in professional development on the implementation of CCSS.	All	<u>✓_ALL</u>	\$5,000.00
			OR:	5863 Professional
			Low Income pupilsEnglish Learners	Development on CCSS (LCFF)
			Foster YouthRedesignated fluent English proficient	
	2: *** 2040	A.II	Other Subgroups:(Specify)	\$1,000.00
	Priorities 2 & 4 & 8: Charter School will provide CCSS aligned ELA and math instruction using integrated ELD	All	<u>✓_ALL</u>	\$1,000.00
	and SDAIE instructional strategies to all students, including ELs.		OR:	5863 Professional Development on EL
			Low Income pupilsEnglish Learners	strategies
			Foster YouthRedesignated fluent English proficient	(LCFF Supplemental)
	Priorities 2 & 4 & 8:	All	Other Subgroups:(Specify)	\$20,000.00
	During the day, Charter School will provide additional supports and interventions to all	All	<u>✓ ALL</u>	\$20,000.00
	students, including ELs.		OR:	Power English and Power Math teacher
			Low Income pupilsEnglish Learners	salaries
			Foster Youth Redesignated fluent English proficient	(Title I funds)
	Priorities 2 & 4 & 8:	All	Other Subgroups:(Specify)	\$10,000.00
	Charter School will provide additional supports and interventions to all students,	All	✓ ALL	\$10,000.00
	including ELs, during after school hours and on Saturday.		1 <u></u>	After school and Saturday ELA and math
			OR:	tutoring
			Low Income pupilsEnglish Learners	(Title I funds)
			Foster YouthRedesignated fluent English proficient	
	Priorities 2 & 4 & 8:	All	Other Subgroups:(Specify)	\$75,000.00
	Charter School will synthesize CAASPP and MAP student achievement and growth data,	7.11	<u>✓ ALL</u>	
	as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.		OR:	Assistant principal salary & benefits
	and regularly review progress contains tangets.		Low Income pupilsEnglish Learners	(LCFF)
			Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	
	Priority 4:	All		
•	Charter School will synthesize API and other state and federal accountability		<u>✓ ALL</u>	
	information into reports and regularly review progress towards targets.		OR:	
			Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient	
			Other Subgroups:(Specify)	
			Other Subgroups.(Specify)	

•	Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.	All	<u>✓ ALL</u> OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
•	Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.	All		
•	Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	English Learners Redesignated fluent English proficient	OR:Low Income pupils✓_English LearnersFoster Youth✓_Redesignated fluent English proficientOther Subgroups:(Specify)	\$5,000.00 ELD core materials (LCFF) \$1,000.00 ELD supplemental materials (LCFF) \$1,000.00 Focused PD on ELD standards (LCFF Supplemental)
•	Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	All	ALL OR:Low Income pupils✓_English LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	
•	Priority 4: 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.	All		

GOAL #2:	All students will become independent, innovative scholars.	Related State and/or L 1 2 3 4 5 COE only: 9 Local : Specify	6 7 <u>_ √</u> 8 <u>_ √</u> _ 10		
Identified	Priority 7: To increase access to all possible courses and program	S			
Goal Ap	plies to: Schools: All Applicable Pupil Subgroups: All				
		LCAP Ye	ear 1: 2016-17		
Priority 7: Charter School will provide 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 the Charter School. At least 5% of all students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club. At least 90% of our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study. Priority 8: At least 50% of all students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency. At least 50% of all students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency. At least 50% of all students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.					
	Actions/Services	Scope of Service	Pupils to be served within identif	fied scope of service	Budgeted Expenditures
Priority 7: 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.		All	✓_ALL OR:Low Income pupilsEnglish LearnFoster YouthRedesignated fluenOther Subgroups:(Specify)	t English proficient	
 Charter S ensure all 	Priority 7: 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 subgroups.			\$75,000.00 Assistant principal salary & benefits (LCFF)	
Priority 7 Charter S	: chool will offer an "Advanced Math" class or club to students in grades 6-8.	All		t English proficient	

•	Priority 7: 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.	All		
•	Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$50,000.00 Computer/Technology teacher salaries & benefits (LCFF) \$1,000.00 Focused PD on Blended
			OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Learning (LCFF Supplemental)

GOAL #3:	All students, fan	nilies, staff, and other stakeholders will feel a sense of commun	Related State and/or L 1 2 3_ _ 4 5 8 COE only: 9_ Local : Specify	<u>✓</u> 6 <u>✓</u> 7 _ 10		
Identified	d Need :	Priority 3: To increase parental involvement and seek parent input To promote parent participation 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	-	or the Charter School		
Goal Ap	plies to:	Schools: All Applicable Pupil Subgroups: All				
		Applicable Pupil Subgroups.	I CAP Yo	ear 1: 2016-17		
Priority 3: Charter School will hold a minimum of 4 SSC meetings Charter School will hold a minimum of 4 English Learn Charter School will hold a minimum of 4 Parent Task F Charter School will hold a minimum of 3 parent activit Teachers will update SIS records daily/weekly. Charter School will send a minimum of 4 progress rep At least 20% of Charter School's students will be home Priority 5: Charter School will maintain an ADA rate of at least 9! Charter School will maintain a chronic absenteeism rate Charter School will maintain a student suspension rate Charter School will maintain a student expulsion rate Charter School will maintain a student expulsion rate Student participation rate in the school experience sure Parent participation rate in the school experience sure Staff participation rate in the school experience sure			gs per year. rner Advisory Committe k Force (PTF) meetings p vities/events per year. eports/cards to parents p me-visited by the teache 95%. rate of no more than 1% atte of no more than 2% e of no more than 1%. survey will be at least 80 urvey will be at least 80 urvey will be at least 50%	e (ELAC) meetings per year. er year. per year. s. 6. 1%.		
Actions/Services			Scope of Service	Pupils to be served within identif	fied scope of service	Budgeted Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		All	OR:Low Income pupilsEnglish Learne	ers		

			Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
•	Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
•	Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	English Learners		
•	Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	All		
•	Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All	✓ ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$10,000.00 5800-SIS fees (Cool SIS) (LCFF)
•	Priority 3: Charter School will communicate with the parents of academically low-achieving students.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
•	Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$3,000.00 Home-visit stipends (Title I funds)

our students and families. Academic and socio-emotional support will be provided to address student needs. Committee Student needs		Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all	All	<u> ✓ ALL</u>	\$125,000.00
Low Income pupilsEnglish Learners		· · · · · · · · · · · · · · · · · · ·		OR:	
Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)		address student needs.		Low Income pupils English Learners	salary & penents
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation. Priority 5: Charter School will offer redit recovery classes and provide support to ensure timely high school graduation. Priority 5: Charter School will offer redit recovery classes and provide support to ensure timely high school graduation. All Priority 5: Charter School will offer redit recovery classes and provide support to ensure timely high school graduation. All Priority 5: Charter School will offer redit recovery classes and provide support to ensure timely high school graduation. All All All All All All All A					
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation. Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. All Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. All All All All All All All A					
Student/Parent Handbook and encourage and support student attendance. Correspond to the Content of Subgroups: Specify		Priority 5:	All		` '
Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify) Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation. Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. All OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify) Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. All All All All All OR:ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify) Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. All OR:ALL OR:	•	·			
Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)		Student/Parent Handbook and encourage and support student attendance.		- · · ·	
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation. Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. All OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. All All OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) All All All All OR: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. OR: Charter School will annually assess its suspension/expulsion. OR: OR: Charter School will annually assess its suspension/expulsion.					
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation. Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. All OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. All OR: ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) All All All OR: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. OR: Charter School will annually assess its suspension/expulsion. OR: OR: Charter School will annually assess its suspension/expulsion. OR: Charter School will annually assess its suspension/expulsion.					
- Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation. Priority 5: - Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. All OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify) ✓ ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify) Priority 6: - Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. All ✓ ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify) S75,000.00 ✓ ALL OR:ASsistant principal salary & benefitsKoenfitsC(CFF)				Other Subgroups:(Specify)	
during their four years of high school, and monitor these plans to ensure timely high school graduation. OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. All OR: Low Income pupilsEnglish Learners Low Income pupilsEnglish Learners Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. All OR: OR: OR: OR: OR: OR: OR: OR:	١.	•	All	✓ ALL	
school graduation. Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify) Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. All OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify) Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. All OR: Charter School will annually assess its suspension/expulsion. S75,000.00 Assistant principal salary & benefits (LCFF)	_			DR:	
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. All All OR: All All OR: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. OR: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. OR: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. OR: OR: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. OR: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.		school graduation.			
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. All OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify) Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. All OR: All OR: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. OR: OR: OR: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. OR: OR: OR: OR: OR: All S75,000.00 Assistant principal salary & benefits (LCFF)					
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. All OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify) Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. All All OR:ALL ORALL ORALL OROther Subgroups:(Specify) S75,000.00 All OR: OR: OR: OR: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. OR: Charter School will annually assess its suspension/expulsion. S75,000.00 S75,000.00 All OR: Charter School will annually assess its suspension/expulsion. OR: Charter School will annually assess its suspension/expulsion.					
high school graduation. OR: Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. All Assistant principal salary & benefits (LCFF)		Priority 5:	All		
Low Income pupils _English LearnersFoster Youth _Redesignated fluent English proficient Other Subgroups:(Specify) Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. All Assistant principal salary & benefits (LCFF)	•				
Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. All Assistant principal salary & benefits (LCFF)		high school graduation.		· · ·	
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. All ✓ ALL OR: Other Subgroups:(Specify) \$75,000.00 Assistant principal salary & benefits (LCFF)					
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. All Assistant principal salary & benefits (LCFF)					
■ Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. Assistant principal salary & benefits (LCFF)				Other Subgroups:(Specify)	
document and implement alternatives to suspension/expulsion. Assistant principal salary & benefits OR: (LCFF)	١.	•	All	Z ALI	\$75,000.00
OR: (LCFF)				<u> </u>	Assistant principal salary
(<i>)</i>					
Low income pupilsEnglish Learners				- · · ·	(LCFF)
Foster Youth Redesignated fluent English proficient					
Foster FouritRedesignated ident English proficientOther Subgroups:(Specify)					
District. C. All	<u> </u>	Priority 6:	All		\$3.000.00
■ Teachers will establish classroom management procedures, foster positive All ✓ ALL \$3,000.00	-	•	7.11	<u> </u>	43,000.00
relationships, and help create an atmosphere of trust, respect, and high expectations. OR: Teacher PD on positive		relationships, and help create an atmosphere of trust, respect, and high expectations.		OR:	
Low Income pupilsEnglish Learners relationships and positive school climate				Low Income pupilsEnglish Learners	-
Foster YouthRedesignated fluent English proficient (LCFF)				Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)				Other Subgroups:(Specify)	
Priority 6: All Charter School staff will acknowledge and encourage positive student behavior and		, .	All	✓ ALL	
Charter School staff will acknowledge and encourage positive student behavior and improvements. OR:	-				
Low Income pupilsEnglish Learners		·			
				Easter Vouth Pedesignated fluent English profisions	
Other Subgroups:(Specify)					

Priority 6: Charter School will annually administer school experience surveys to students, parents,	All	<u>✓ ALL</u>	\$3,000.00
and staff.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	Survey expenses Panorama Education (LCFF)
		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

		Related State and/or Local Priorities:
Original GOAL from prior year LCAP:	All students will pursue academic excellence and be college/career ready.	1_\(\sigma\) 2_\(\sigma\) 3 4_\(\sigma\) 5 6 7 8_\(\sigma\) COE only: 9 10 Local : Specify
Goal Applies to	Schools: Applicable Pupil Subgroups: Priority 1: All Priority 1:	Priority 1:
Expected Annual Measurable Outcomes:	 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of students will have sufficient access to standards-aligned instructional materials. At least 90% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: Charter School will provide 100% implementation of CCSS for all students. Priority 4: For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2015 to 2016. For all student 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% from fall to spring. Charter School will meet or exceed the annual API growth targets for all student subgroups. The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 5% from the prior year. The percentage of EL students who are reclassified will increase by 5% from the prior year. 	■ 100% of Charter School's teachers are appropriately assigned and fully credentialed as required by law and the charter. ■ 100% of students have sufficient access to standards-aligned instructional materials. ■ At least 90% of the items on facility inspection checklists are in compliance/good standing. Priority 2: ■ Charter School provides 100% implementation of CCSS for all students. Priority 4: ■ For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system is expected to increase by 5% from 2015 to 2016. More specific targets will be set as 2016 SBAC data becomes available.) ELA/Literacy Math 2015 2016 (Expected) 2015 2016 (Expected) Schoolwide 41% 50% 27% 40% Socioecon. Disadv. 36% 45% 20% 30% English Learners 30% 35% 10% 20% Hispanic or Latino 36% 45% 22% 35% African American 55% 60% 39% 45% ■ For all student 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 was expected to increase by 5% from fall to spring. Following are the proficiency percentages for our subgroups: Reading/ELA Math Fall 2015 Spring 2016 Fall 2015 Spring 2016 Schoolwide 47% 50% 22% 25% Socioecon. Disadv. 40% 42% 20% 21% English Learners 5% 10% 5% 10% English Learners 5% 10% 5% 10% English Learners 5% 10% 5% 10% Hispanic or Latino 33% 35% 19% 22% African American 53% 55% 31% 33%

Priority 8: At least 80% of all students enrolled in the Charter School for a receive a grade of "C" or better (or perform "proficient" on the tests) in core subjects and electives.	•		 The percentage of EL students making annual progress in leather CELDT and/or ELPAC has increased by 5% from the prior 2014-15: 60% 2015-16: 65% The percentage of EL students who are reclassified has increyear. 2014-15: 40% 2015-16: 72% Priority 8: 80% of all students enrolled in the Charter School for a full a grade of "C" or better (or performed "proficient" on the relatin core subjects and electives. We expect a rate of 85% in 20 	eased by 32% from the prior	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated_Actual Annual Expenditures	
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	6,000.00 5800-BTSA expenses, EL authorization fees	Priority 1: All teacher credentia teachers for their cre	Is have been reviewed. Charter School has supported one of its edentialing needs.	3,000.00 5800-BTSA expenses, EL authorization fees	
Scope of service:		Scope of service:			
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsFoster YouthRe Subgroups:(Specify)_	English Learners edesignated fluent English proficientOther		
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.		Priority 1: Charter School is con	npliant with its teacher assignments.		
Scope of service:		Scope of service: ALL OR:Low Income pupilsFoster YouthRe Subgroups:(Specify)_	edesignated fluent English proficientOther		
Priority 1: Charter School will annually review alignment of instructional materials to standards.		Priority 1: ■ Charter School has restandards.	eviewed its current instructional materials and they are aligned to		
Scope of service:		Scope of service:			

Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	\$167,504.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: Charter School has used its budget to ensure sufficient access to instructional materials.	\$65,736.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service:	-	Scope of service:	
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.		Priority 1: Charter School has done annual and monthly facility inspections to screen for safety hazards.	
Scope of service:	_	Scope of service:	
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	\$9,600.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: Charter School has maintained its campus cleanliness through daily general cleaning.	\$9,600.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Scope of service: ✓ ALL	_	Scope of service: ✓ ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS.	\$3,000.00 MAP testing fees	Priority 2: Charter School implements curricula and assessments aligned to the CCSS.	\$3,000.00 MAP testing fees
Scope of service:		Scope of service:	
ALL		<u> </u>	
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Delaute 2.	\$5,000.00	Priority 2:	\$9,555.00
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	5800 Professional Development on CCSS	 Teachers have participated in professional development on the implementation of CCSS. 	5800 Professional Development on CCSS
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u> ✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Dula-state- 2.0.4.0.0.	\$1,000.00	Delautica 20 40 0	\$500.00
Priorities 2 & 4 & 8: Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	5800 Professional Development on EL strategies	Priorities 2 & 4 & 8: Charter School provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	5800 Professional Development on EL strategies
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u>✓</u> ALL	
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Deinsition 19.49.0.	\$20,000.00	Delayiking 2.9.4.9.9.	\$20,000.00
Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	Power English and Power Math teacher salaries (Title I funds)	Priorities 2 & 4 & 8: During the day, Charter School provides additional supports and interventions to all students, including ELs.	Power English and Power Math teacher salaries (Title I funds)
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u>✓</u> ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsfFoster YouthRedes Subgroups:(Specify)	English Learners signated fluent English proficientOther _	
Priorities 2 & 4 & 8: ■ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$9,000.00 After school and Saturday ELA and math tutoring (Title I funds)	Priorities 2 & 4 & 8: Charter School provides a ELs, during after school ho	additional supports and interventions to all students, including ours and on Saturday.	\$9,300.00 After school and Saturday ELA and math tutoring (Title I funds)
Scope of service:		Scope of service:		
<u></u>		<u>_</u> ✓_ALL		
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			English Learners signated fluent English proficientOther 	
	\$67,000.00			\$67,000.00
Priorities 2 & 4 & 8: 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.	Dean of Academics salary & benefits \$9,000.00 Title I/Intervention teacher salary & benefits (Title I funds)		es CAASPP and MAP student achievement and growth data, as d other state and internal assessment scores, into reports and s towards targets.	Dean of Academics salary & benefits \$9,300.00 Title I/Intervention teacher salary & benefits (Title I funds)
Scope of service:		Scope of service:		
		✓ ALL OR: _Low Income pupils _E _Foster Youth _Redes Subgroups:(Specify)	English Learners signated fluent English proficientOther	
Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.			It this time. Charter School synthesizes other state and federal nito reports and regularly reviews progress towards targets.	
Scope of service:		Scope of service:		
✓_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)		✓_ALL OR: _Low Income pupils _E _Foster Youth _ Redes Subgroups:(Specify)	English Learners signated fluent English proficientOther _	
Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.		Priority 4: Charter School offers coul	rses that meet UC/CSU admission requirements.	
Scope of service:		Scope of service:		

_✓_ALL		<u></u> ALL	
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Subgroups.(Specify)		Subgroups.(Opecny)	
Priority 4:		Priority 4:	
 Charter School will offer 4-year academic plans, outlining the classes students will take 		Charter School offers 4-year academic plans, outlining the classes students will take design at a information of high pales.	N/A
during their four years of high school. Scope of service:		during their four years of high school. Scope of service:	
	_		
ALL	-	ALL OR:	
OR: Low Income pupilsEnglish Learners		OR:Low Income pupilsEnglish Learners	
		Foster YouthRedesignated fluent English proficientOther	
Other Subgroups:(Specify)		Subgroups:(Specify)	
	\$5,000.00		\$7128.00
	ELD core materials		ELD core materials
Delavitu 4.	\$1,000.00	Priority 4:	\$240.00
Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the	ELD supplemental	 Charter School has identified ELs by proficiency level, provided ELD instruction aligned 	ELD supplemental
new standards, and monitor student progress in program implementation.	materials	to the new standards, and monitored student progress in program implementation according to its EL Master Plan.	materials
	\$1,000.00	decorating to its 22 master riam	\$500.00
	Focused PD on ELD		Focused PD on ELD
Scope of service:	standards	2 (standards
	_	Scope of service:	
ALL		ALL	
OR:		OR:	
Low Income pupils _∕_English Learners Foster Youth _∕_Redesignated fluent English proficient Other		Low Income pupils _✓_English Learners Foster Youth _✓_Redesignated fluent English proficient Other	
Subgroups:(Specify)		Subgroups:(Specify)	
Priority 4:		Priority 4:	
 Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. 	N/A	Charter school has only middle school grades.	N/A
Scope of service:		Scope of service:	
✓ ALL	-	✓ ALL	
OR:	_	OR:	
Low Income pupils English Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficientOther	
Other Subgroups:(Specify)		Subgroups:(Specify)	
Driavity 4			
Priority 4: Charter School will offer "Advisory" classes (college planning and career exploration		Priority 4:	
program) and "College Readiness" classes and programs preparing students for college	N/A	Charter school has only middle school grades.	N/A
readiness, including test prep for ACT/SAT.			

Scope of service:	Scope of service:
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	 Goal, actions, and services will be maintained. Charter School will continue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted based on how many teachers will have credentialing needs. Charter School has made a checklist of instructional materials to be used next year and made a purchase order for next year to ensure sufficient access to materials. Expenditure amount will be adjusted based on the number of instructional materials needed. Charter School will continue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amount will be adjusted based on repair and cleaning needs. Charter School will continue to provide professional development to all of its teachers to ensure 100% implementation of CCSS. Expenditure amount will be adjusted based on PD needs. Charter School has revised its EL Master Plan to better serve the needs of our EL students. Charter School will continue to provide EL support and interventions. Expenditure amount will be adjusted based on the ELD materials and PD needs. Charter School will continue to use the MAP test to set targets for student subgroups and each student. Charter School will continue to regularly review student performance towards targets and provide additional supports and interventions. Expenditure amount will be adjusted based on the number of instructional support personnel.

Original GOAL from prior year LCAP: Goal Applies t	All students will become independent, innovative scholars. Schools: Applicable Pupil Subgroups: Applicable Pupil Subgroups: Applicable Pupil Subgroups: All		Related State and/or Local Priorities: 1 2 3 4 5 6 7_ 8_ COE only: 9 10 Local : Specify
Expected Annual Measurable Outcomes:	Priority 7: Charter School will provide 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 the Charter School. At least 5% of all students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club. At least 90% of our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study. Priority 8: At least 80% of all students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo. At least 80% of all students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency. At least 80% of all students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.	Actual Annual Measurable Outcomes:	 Priority 7: Charter School provides 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Elective courses offered in 2015-16 include: Power Math, Power English, Advanced Math, Sports, Learning Center, Computer and Life Skills. 100% of students have sufficient access to all academic and educational programs provided by the Charter School. 14% of all students enrolled in the Charter School's grades 6-8 take the "Advanced Math" class or club. 100% of our graduating class has taken a Computer/Technology class and/or experienced blended learning in their program of study. Priority 8: 80% of all students enrolled in the Charter School has created or demonstrated a STEAM focused project, experiment, model or demo. 80% of all students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 have demonstrated proficiency. 95% of all students enrolled in the Charter School's Computer/Technology classes received a grade of "C" or better in 2014-15. We expect a rate of 100% in 2015-16.
	Planned Actions/Services	r : 2015-16	Actual Actions/Services
	Budgeted Expenditures		Estimated_Actual Annual Expenditures
	rovide students with a broad array of courses including core subjects cs, social sciences, and science) and electives as outlined in its charter	Priority 7: Charter School has postarter petition. Scope of service:	provided students with core courses and electives as outlined in its N/A
✓ ALL		✓ ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: 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 subgroups.		Priority 7: Charter School has designed its master schedule to meet the needs of all students.	
Scope of service:		Scope of service:	
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		Priority 1: Charter School offers "Advanced Math" class and club to students in grades 6-8.	
Scope of service: ✓ ALL OR: _Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify) Priority 7: 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. Scope of service: ✓ ALL OR: _Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$1,000.00 STEAM Festival and Expo expenses	Scope of service:	\$692.15 STEAM Festival and Expo expenses
Priority 7: ■ Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	\$50,000.00 Computer/Technology teacher salaries & benefits \$1,000.00 Focused PD on Blended Learning	Priority 7: Charter School offers Computer/Technology classes and/or blended learning experience for our students. Charter School purchased 180 Chromebooks and 45 all in one computers in 2015-16. Our teachers have participated in PD on Blended Learning.	\$50,000.00 Computer/Technology teacher salaries & benefits \$75,000.00 Chromebooks and computers \$500.00 Focused PD on Blended Learning
<u>✓</u> ALL		<u>✓</u> ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	 Charter School will cor Charter School will cor activities. Charter School will cor 	will be maintained. Intinue to provide core courses and electives as outlined in its charter petition and provide 100% and intinue to offer "Advanced Math" class and club to students in grades 6-8. Intinue to organize a local STEAM festival, participate in the Magnolia-wide STEAM expo and count intinue to offer Computer/Technology classes and/or blended learning experience for our students taff on Blended Learning.	y-wide science fairs and

Original GOAL from prior year LCAP:	All students, families, staff, and other stakeholders will feel a sense of community and connected	Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify	
Goal Applies to	Schools: Applicable Pupil Subgroups: Priority 3: Charter School will hold a minimum of 4 SSC meetings per year. Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year. Charter School will hold a minimum of 5 parent activities/events per year. Teachers will update SIS records daily/weekly. Charter School will send a minimum of 4 progress reports/cards to parents per year. At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: Charter School will maintain an ADA rate of at least 95%.	Actual	Priority 3: Charter School has held 4 SSC meetings in 2015-16. Charter School has held 3 English Learner Advisory Committee (ELAC) meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. Charter School has held 8 Parent Task Force (PTF) meetings in 2015-16 so far and will have held a total of 9 meetings by the end of the school year. Charter School has held more than 5 parent activities/events this year. Teachers update SIS records daily/weekly. Charter School has sent 5 progress reports/cards to parents in 2015-16 so far and will have sent a total of 6 progress reports/cards by the end of the school year. 25% of Charter School's students have been home-visited by the teachers in 2015-16 so
Annual Measurable Outcomes:	 Charter School will maintain a chronic absenteeism rate of no more than 1%. Charter School will maintain a middle school dropout rate of no more than 1%. Charter School will maintain a high school dropout rate of no more than 1%. Charter School will maintain a four-year cohort graduation rate of at least 75%. Priority 6: Charter School will maintain a student suspension rate of no more than 5%. Charter School will maintain a student expulsion rate of no more than 1%. Student participation rate in the school experience survey will be at least 80%. Parent participation rate in the school experience survey will be at least 25%. Staff participation rate in the school experience survey will be at least 90%. Approval rating on school experience surveys of students, parents, and staff will be at least 85%. 	Annual Measurable Outcomes:	 far. Priority 5: Charter School maintained an ADA rate of 98% in 2014-15. Our rate in 2015-16 so far is 98% and we expect a rate of at least 97% by the end of the school year. Charter School maintained a chronic absenteeism rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Charter School maintained a middle school dropout rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Priority 6: Charter School maintained a student suspension rate of 5% in 2014-15. Our rate in 2015-16 so far is 5% and we expect a rate of no more than 5% by the end of the school year. Charter School maintained a student expulsion rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Student participation rate in the school experience survey is 99% in 2015-16.

		Parent participation rate in the school experience survey is 5	2% in 2015-16.
		Staff participation rate in the school experience survey is 909	% in 2015-16.
		Approval rating on school experience surveys in 2015-16:	
		Students: 74% Parents: 85% Staff: 100%	
	LCAP Yea	r: 2015-16	
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated_Actual Annual Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u></u> ✓_ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.		Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	
Scope of service:		Scope of service:	
<u> </u>		<u></u> ✓_ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.		Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	
Scope of service:		Scope of service:	
<u> </u>		ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.		Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	
Scope of service:		Scope of service:	

✓_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)		✓_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$10,000.00 5800-SIS fees	Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$8,000.00 5800-SIS fees
Scope of service:		Scope of service:	
Priority 3: Charter School will communicate with the parents of academically low-achieving students.		Priority 3: Charter School will communicate with the parents of academically low-achieving students.	
Scope of service: ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Scope of service:	
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$3,000.00 Home-visit stipends (Title I funds)	Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$1,000.00 Home-visit stipends (Title I funds)
Scope of service:		Scope of service:	
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	\$52,000.00 Life Skills teacher salary & benefits	Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families. Academic and socio-emotional support will be provided to address student needs.	\$52,000.00 Life Skills teacher salary & benefits
Scope of service: ALL		Scope of service: ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$40,000.00 Attendance clerk salary & benefits	Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$40,250.00 Attendance clerk salary & benefits
Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Scope of service:	
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.		Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	N/A
Scope of service:		Scope of service:	
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.		Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	N/A
Scope of service:	-	Scope of service:	
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	\$67,000.00 Dean of Students salary & benefits	Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	\$67,000.00 Dean of Students (AP) salary & benefits
Scope of service:		Scope of service:	
_✓_ALL		<u></u> ✓_ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$1,000.00 Teacher PD on Classroom management	Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$1,000.00 Teacher PD on Classroom management
Scope of service: ✓ ALL		Scope of service: ✓ ALL	
OR: _Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.		Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	
Scope of service:		Scope of service:	
<u></u> _ALL		<u> ✓</u> ALL	
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00 Survey expenses	Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00 Survey expenses
Scope of service:		Scope of service:	
_✓_ALL		<u></u> ✓_ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Goal, actions, and services will be maintained.			
What changes in actions, services, and expenditures will be made as a result of reviewing	 Charter School will continue to provide opportunities for parent involvement. Expenditure amount will be adjusted based on SIS fees, parent events/activities, and number of home visits. 		
past progress and/or changes to goals?	 Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs. 		
 Charter School will continue to offer 4-year academic plans, credit recovery classes, and monitor for timely high school graduation. 			

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:

\$355,357.00

Charter School's identified amount of funds in the LCAP year is approximately \$313,906.00. These funds are calculated based on the number and concentration of our low income and English learner students.

Charter School will offer a variety of support programs and supports specifically for low-income and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, Life skills (character education) classes, positive behavior support and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils:

Low income pupils:

Actions and services:

- Charter School will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements.
- Charter School will expand summer learning programs to prevent summer learning loss.
- Charter School will provide resources for increased outreach efforts to low income families including home visits and meetings.
- Charter School will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources.
- Charter School will provide targeted assistance to low income students in career/college readiness activities and guidance.
- Charter School will provide STEM related courses, clubs, field trips, competitions, and other activities to promote STEM.
- Charter School will provide bullying prevention training.
- Charter School will provide/pilot programs such as Second Step and Why Try to provide explicit social/emotional instruction.

Anticipated expenditures: \$300,000.00

- Afterschool programs
- Summer learning programs
- Home visits
- Parent trainings
- Career/college readiness activities for low income pupils

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- Charter School will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- Charter School will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- Charter School will provide additional teaching sections of EL intervention courses.
- Charter School will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- Charter School will provide culturally and linguistically relevant materials for students.
- Charter Scholl will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- Charter School will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- Charter School will regularly review progress towards targets.
- Charter School will provide additional supports and interventions, as needed.

Anticipated expenditures: \$55,357.00

- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPs).

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

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

29.15 %

Charter School Proportionality Calculation:

Charter School's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. The Charter School addresses the needs of our school's English learners and low Income students by providing the services described in detail in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, Charter School Local Control and Accountability Plan and addresses the needs of our school's low income and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

- (2) The total number of cohort members.
- (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy-7 Elementary Contact: Fatih Metin, Principal, fmetin@magnoliapublicschools.org, (818) 886-0585 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced

in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-7 ("MSA-7" or "Charter School") 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, Dean meetings, and staff meetings. In addition, the Charter School conducts surveys for parents, students, and teachers 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 LEP students and immigrants, and a WASC action plan for continual 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.

Impact on LCAP

All major groups have been informed of the LCAP work and given an opportunity to participate. The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP:

- Fully implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development
- Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement
- Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets
- Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups
- Develop middle school preparedness
- Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in the Charter School to maintain sense of safety and school connectedness
- Campus Security will be increased (considering new cameras, campus security, spot lights).
- Improve playground for student safety.
- Add additional restrooms for staff.
- School Copier Should be replaced.

Annual Update:

The Charter School held its periodical meetings in 2015-16 to gather input from is stakeholders. These include 6 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 5 parent activities/events including 2 Coffee with the Principal meetings, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was 90%. The Charter School staff made 72 home visits during 2015-16 and sought feedback from the parents for school improvement.

Annual Update:

Based on input from all stakeholders and available data through surveys and student achievement/school data, the Charter School has updated its LCAP. Some of the updates include:

- Purchasing of common-core aligned instructional materials
- Addition of school-level support positions, e.g., Math intervention Teachers and Teacher Assistants
- Improvements in English Learner services
- Expanding summer school
- Increasing employee salaries and implementing performance pay
- Increasing Art Implementation while teaching STEM by collaborative working with Wallis Annenberg Art Center.
- Investing in effective technology to enhance instruction in the classroom
- Offering an annual STEAM festival and a STEAM expo
- Other input includes improving school facilities, identification and support of immigrant students and foster youth, decreasing truancy and sustaining after school and Saturday programs.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the

additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils' subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 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 Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific 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?

GOAL #1:	Related State and/or I 1 v 2 v 3 4 v All students will pursue academic excellence and be ready for middle school. College/career awareness is the part of the mission of MSA-7 (Elementary). COE only: 9 Local: Specify				5 6 7 _ 10	
Identified	d Need :	 To increase or maintain the API scores to meet or excee To increase the percentage of ELs who make progress to To increase the percentage of ELs who are reclassified a To increase the percentage of students who are on mot Priority 8: To increase student proficiency in all courses 	-aligned instructional n r cient or above in Englis id the API growth targe oward English language is FEP	n Language Arts/Literacy and math on the CAASPP assessment ts school-wide and for all student subgroups proficiency	t system	
Goal Applies to: Schools: Applies to: Applies to Busil Subgroups: All						
Codi7tp	plico to.	Applicable Pupil Subgroups: All				
			LCAP Y	ear 1: 2016-17		
Meas	ed Annual surable comes:	 For all student subgroups, the percentage of student 2017. For all student subgroups, the percentage of student will increase by 5% from fall to spring. Charter School will meet or exceed the annual API gr At least 90% of graduating 5th graders will have succe. The percentage of EL students making annual progre The percentage of EL students who are reclassified w Priority 8: 	ards-aligned instruction dists will be in complian CCSS in Math, ELA, His by targets in English Lan its performing proficient ts performing proficient rowth targets for all sturessfully completed courses in learning English a will increase by 2 % from	nal materials. ce/good standing. tory, and Science for all students. guage Arts/Literacy and math on the CAASPP assessment syste on the English Language Arts/Literacy and math sections of the on the Reading/ELA and math sections of our internal, comm dent subgroups. ses that satisfy the Middle School Courses. s measured by the CELDT and/or ELPAC will increase by 5% fro	he CAASPP assessment system will increation-core aligned Measures of Academic Plant of the prior year.	se by 5% from 2016 to rogress (MAP) assessment
	A	actions/Services	Scope of Service	Pupils to be served within identi	ified scope of service	Budgeted Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.		All		ners nt English proficient	\$10,000.00 5863	

•	Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated Fluent English proficientOther Subgroups:(Specify)	
•	Priority 1: Charter School will annually review alignment of instructional materials to standards.	All		
•	Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials. Replacing and fixing equipments such as ELMOs, Projectors, Smart Boards etc.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$2000.00 5617 Repairs and Maintenance (Other equipment).
•	Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$120,000 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
-	Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards. MSA-7 will improve playground by replacing sand with foam base.MSA-7 will also have additional staff restrooms. The trees will be trimmed.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify) 	\$23,000.00 5615 Repairs and Maintenance (Building).
•	Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	550,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
•	Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS.	All		\$6,000.00 MAP testing fees

١.	Priority 2: Teachers will participate in professional development on the implementation of CCSS.	All	✓ ALL	\$26,100.00
	reachers will participate in processional development on the implementation of cess.		OR:	5863 Professional
			Low Income pupilsEnglish Learners	Development on CCSS
			Foster YouthRedesignated fluent English proficient	
			Other Subgroups:(Specify)	
	Priorities 2 & 4 & 8: Charter School will provide CCSS aligned ELA and math instruction using integrated ELD	All	_✓ ALL	\$7,000.00
	and SDAIE instructional strategies to all students, including ELs.		OR:	5863 Professional
			Low Income pupilsEnglish Learners	Development on EL strategies
			Foster YouthRedesignated fluent English proficient	Strategies
			Other Subgroups:(Specify)	
	Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all	All	<u> ✓ ALL</u>	170,000.00
	students, including ELs.		OR:	Math Intervention
			Low Income pupilsEnglish Learners	Teacher and 5 TAs salaries
			Foster YouthRedesignated fluent English proficient	(Partially From Title I
			Other Subgroups:(Specify)	Funds)
	Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students,	All	✓ ALL	\$10,000.00
	including ELs, during after school hours and on Saturday.		- ALL	After school and
			OR:	Saturday ELA and math tutoring
			Low Income pupilsEnglish Learners	(Title I funds)
			Foster YouthRedesignated fluent English proficient	
			Other Subgroups:(Specify)	
	Priorities 2 & 4 & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data,	All	<u>✓ ALL</u>	\$90,000.00 Dean of Academics
	as well as course grades, and other state and internal assessment scores, into reports			(Vice Principal's salary &
	and regularly review progress towards targets.		OR:	benefits) and \$5,000 for Data
			Low Income pupilsEnglish Learners	Managers and
			Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$5,000 for Testing Coordinators add on
			Other Subgroups.(Specify)	
	Priority 4:	All	✓ ALL	
•	Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.		OR:	
			Low Income pupils English Learners	
			Foster YouthRedesignated fluent English proficient	
			Other Subgroups:(Specify)	
	Priority 4: Charter School will identify Els by proficionay level, provide ELD instruction aligned to	English Learners	ALL	70,000.00 ELD Coordinator and Teacher
_	Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	Redesignated		Salary with benefits
		fluent English	OR:	\$5,000.00
		proficient	Low Income pupilsEnglish Learners	ELD supplemental
			Foster Youth _✓_Redesignated fluent English proficient	materials
			Other Subgroups:(Specify)	\$5,000.00
				Focused PD on ELD

	standards

				Related State and/or L	ocal Priorities:
GOAL				1 2 3 4 5 6	6 <u>7</u> <u>7</u> 8 <u> </u>
#2:	All students will become independent, innovative scholars.			COE only: 9	10
				Local : Specify	
_	Priority 7:		·		
Identifie	ed Need: • To increase access to all possible courses and programs	i			
Goal A	pplies to: Schools: Applicable Pupil Subgroups: Applicable Pupil Subgroups:				
	, Application april casgioaper	LCAP Y	ear 1: 2016-17		
Mea	100% of students will have sufficient access to all access	ademic and educationa School's STEAM clubs. puter/Technology class School will create or den	and/or experienced blended learning in their program of study	<i>ı</i> .	
	Actions/Services	Scope of Service	Pupils to be served within identif	ied scope of service	Budgeted Expenditures
subjects	7: School will provide students with a broad array of courses including core is (English, mathematics, social sciences, and science) and electives as outlined in iter petition.	All			
	School will design its master schedule to meet the needs of its students to all academic content areas are available to all students, including student	All	✓_ALL OR:Low Income pupilsEnglish LearnFoster YouthRedesignated fluen:Other Subgroups:(Specify)		\$90,000.00 Vice Principal (Dean of Academics) salary & benefits
Priority Charter	7: School will offer an STEAM class.	All	ALL OR:Low Income pupilsEnglish LearnFoster YouthRedesignated fluen:Other Subgroups:(Specify)	t English proficient	
create o School v	7: School will provide opportunities for students during the day and after school to or demonstrate a STEAM focused project, experiment, model or demo. Charter will also provide information and access to quality out-of-school STEAM activities ievements.	All	ALL OR:Low Income pupilsEnglish LearnFoster YouthRedesignated fluenOther Subgroups:(Specify)	ers t English proficient	\$30,000.00 After School Hours Payments for Club Runners and supplies for the clubs

Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	All lasses and/or blended learning		\$40,000.00 Computer/Technology laborant salaries & benefits \$10,000.00 Focused PD on Blended Learning
		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

GOAL #3:	All students, fai	nilies, staff, and other stakeholders will feel a sense of community and connectedness.	Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified	d Need :	Priority 3: To increase parental involvement and seek parent input for making decisions for the Charter School To promote parent participation 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	
(inal Annlies to: i		Schools: All Applicable Pupil Subgroups: All	
		LCAP Year 1 : 2016-17	
Meas	ed Annual surable comes:	Priority 3: Charter School will hold a minimum of 4 SSC meetings per year. Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. Charter School will hold a minimum of 7 Parent Task Force (PTF) meetings per year. Charter School will hold a minimum of 5 parent activities/events per year. Teachers will update SIS records weekly. Charter School will send a minimum of 4 progress reports/cards to parents per year.	

- At least 25% of Charter School's students will be home-visited by the teachers.
 Priority 5:
- Charter School will maintain an ADA rate of at least 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 1%.
 Priority 6:
- Charter School will maintain a student suspension rate of no more than 1%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- Student participation rate in the school experience survey will be at least 80%.
- Parent participation rate in the school experience survey will be at least 50%.
- Staff participation rate in the school experience survey will be at least 80%.

Approval rating on school experience surveys of studies.	,	f will be at least 80%.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. Child Care expenses to increase participation. Necessary Training/workshop payments.	All		\$1000.00 1000s ,2000s,5000s, Operational spending, and after hour salaries
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. Child Care expenses to increase participation. Necessary Training/workshop payments.	English Learners	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$1000.00 1000s ,2000s,5000s, Operational spending, and after hour salaries
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. Child Care expenses to increase participation. Necessary Training/workshop payments.	All	ALL OR:Low Income pupils✓_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$1000.00 1000s ,2000s,5000s, Operational spending, and after hour salaries
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Necessary arrangements, snacks, workshops, hall rent, after hour payments.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$10,000.00 1000s ,2000s,5000s, Operational spending, and after hour salaries
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify) 	\$20,000.00 5800-SIS fees

Priority 3: Charter School will communicate with the parents of academically low-achieving students.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify) 	\$5000.00 Communication Fee, Mail, Phone, Office supply. 5000s Operational Spending
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) 	\$10,000.00 Home-visit stipends (Title I funds)
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$20,000 School Culture Coordinator position additional payment and related expenses 1000s and 5000s
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify) OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$55,000.00 Attendance clerk salary & benefits
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	In Vice Principal salary \$ 90,000.00 Salaries and benefits
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$25,000.00 Teacher PD on Edge Coaching and CSUN Counseling Cervices
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	All		\$5000.00 Awards and motivating activities

		Other Subgroups:(Specify)	
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$5,000.00

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	All students will pursue academic excellence and be college/career ready.			
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All			
Expected	Priority 1:	Actual Priority 1:		
Annual •	100% of Charter School's teachers will be appropriately assigned and fully credentialed as		ool's teachers are appropriately assigned and fully credentialed as	
Measurable	required by law and the charter.	Measurable required by law and	tne cnarter.	

100% of students will have sufficient access to standards-aligned instructional materials. 100% of students have sufficient access to standards-aligned instructional materials. Outcomes: Outcomes: At least 90% of the items on facility inspection checklists will be in compliance/good At least 90% of the items on facility inspection checklists are in compliance/good standing. Priority 2: Priority 2: Charter School will provide 100% implementation of CCSS for all students. Charter School provides 100% implementation of CCSS for all students. Priority 4: Priority 4: For all student subgroups, the percentage of students performing proficient on the English For all student subgroups, the percentage of students performing proficient on the Language Arts/Literacy and math sections of the CAASPP assessment system will increase English Language Arts/Literacy and math sections of the CAASPP assessment system is by 5% from 2015 to 2016. expected to increase by 5% from 2015 to 2016. More specific targets will be set as 2016 SBAC data becomes available.) For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of SBAC Subgroups (ELA) - 2014-2015 Academic Progress (MAP) assessment will increase by 5% from fall to spring. Grade Level Hispanic/Latino Whit African American Low SES EL SPED Charter School will meet or exceed the annual API growth targets for all student subgroups. 3rd 48% 51% 33% 46% 0 33% At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. 27% 63% 50% 34% 0 17% 4th The percentage of EL students making annual progress in learning English as measured by 50% N/A 52% 17% 5th 100 0 the CELDT and/or ELPAC will increase by 5% from the prior year. The percentage of EL students who are reclassified will increase by 5% from the prior year. SBAC Subgroups (Math) - 2014-2015 Grade Level Hispanic/Latino Whit African American Low SES EL SPED Priority 8: 3rd 57% 63% 0% 54% 23 50% At least 80% of all students enrolled in the Charter School for a full academic year will 21% 0% 28% 4th 64% 0 0% receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives. 35% 33% N/A 32% 0 17% 5th API data is not available at this time. LCAP Year: 2015-16 Planned Actions/Services **Actual Actions/Services** Estimated_Actual Budgeted Expenditures **Annual Expenditures** \$20,000.00 \$15,000.00 Priority 1: 5800-BTSA expenses, EL Charter School will conduct credential review as part of teacher hiring process and All teacher credentials have been reviewed. Charter School has supported 2 of its 5800-BTSA expenses, EL support our teachers' credentialing needs. authorization fees teachers for their credentialing needs. authorization fees Scope of service: Scope of service:

✓ ALL

✓ ALL

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.		Priority 1: Charter School is compliant with its teacher assignments.	
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	-	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: Charter School will annually review alignment of instructional materials to standards.		Priority 1: Charter School has reviewed its current instructional materials and they are aligned to standards. Output Description:	
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.		 Priority 1: Charter School keeps an inventory of instructional materials and corresponding purchase of materials. 	
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u> </u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	_	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	\$150,000.00		\$150,000.00
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	 Priority 1: Charter School has used its budget to ensure sufficient access to instructional materials. 	4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service:		Scope of service:	
<u>✓</u> ALL		_✓_ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	_	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.		Priority 1: Charter School has done annual and monthly facility inspections to screen for safety hazards.	
Scope of service:		Scope of service:	

	-	✓_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: ■ Daily general cleaning by custodial staff will maintain campus cleanliness.	\$65,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: Charter School has maintained its campus cleanliness through daily general cleaning.	\$90,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Scope of service:		Scope of service:	
Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS. Scope of service: ✓_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$6,000.00 MAP testing fees	Priority 2: ■ Charter School implements curricula and assessments aligned to the CCSS. Scope of service: ✓ _ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$6,000.00 MAP testing fees
Priority 2: ■ Teachers will participate in professional development on the implementation of CCSS. Scope of service: ✓ ALL OR: _ Low Income pupilsEnglish Learners _ Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$40,000.00 5800 Professional Development on CCSS	Priority 2: Teachers have participated in professional development on the implementation of CCSS. Scope of service: ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$25,000.00 5800 Professional Development on CCSS
Priorities 2 & 4 & 8: Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$10,000.00 5800 Professional Development on EL strategies	Priorities 2 & 4 & 8: Charter School provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$4,000.00 5800 Professional Development on EL strategies
Scope of service: ALL	_	Scope of service: ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	Math Intervention Teacher and TAs and SES Program teacher salaries (Title I funds and General funding)	Priorities 2 & 4 & 8: During the day, Charter School provides additional supports and interventions to all students, including ELs.	140,000.00 Math Intervention teacher and TAs salaries (Title I funds and General funding0
Scope of service:		Scope of service:	
Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$35,000.00 After school and Saturday ELA and math tutoring (Title I funds)	Priorities 2 & 4 & 8: Charter School provides additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$20,000.00 After school and Saturday ELA and math tutoring (Title I funds)
Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Scope of service: ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priorities 2 & 4 & 8: 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.	\$80,000.00 Vice Principal(mainly work on Academics) salaries & benefits	Priorities 2 & 4 & 8: Charter School synthesizes CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets.	\$80,000.00 Dean of Academics salary & benefits
Scope of service:		Scope of service:	
Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets. Scope of service: ✓ ALL		Priority 4: API data is not available at this time. Charter School synthesizes other state and federal accountability information into reports and regularly reviews progress towards targets. Scope of service: ✓ ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		
Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	\$10,000.00 ELD core materials \$5,000.00 ELD supplemental materials \$5,000.00 Focused PD on ELD standards	Priority 4: Charter School has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation according to its EL Master Plan.	\$10,000.00 ELD core materials \$3,000.00 ELD supplemental materials \$4,000.00 Focused PD on ELD standards	
Scope of service:		Scope of service:		
ALL OR:Low Income pupils✓_English LearnersFoster Youth✓_Redesignated fluent English proficientOther Subgroups:(Specify)		ALL OR:Low Income pupils✓_English LearnersFoster Youth✓_Redesignated fluent English proficientOther Subgroups:(Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. Charter School will continue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted based on ho teachers will have credentialing needs. Charter School has made a checklist of instructional materials to be used next year and made a purchase order for next year to ensure access to materials. Expenditure amount will be adjusted based on the number of instructional materials needed. Charter School will continue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amount will be acrepair and cleaning needs. Charter School will continue to provide professional development to all of its teachers to ensure 100% implementation of CCSS. Expenditure amount will be adjusted based on PD needs. Charter School has revised its EL Master Plan to better serve the needs of our EL students. Charter School will continue to provide EL interventions. Expenditure amount will be adjusted based on the ELD materials and PD needs. Charter School will continue to use the MAP test to set targets for student subgroups and each student. Charter School will continue to review student performance towards targets and provide additional supports and interventions. Expenditure amount will be adjusted number of instructional support personnel. Charter School will continue to provide various counseling services such as Edge Life coaching and Counseling from Mitchell Family Co of CSUN.			

Original GOAL from prior year

All students will become independent, innovative scholars.

Related State and/or Local Priorities:

1__ 2__ 3__ 4__ 5__ 6__ 7__

COE only: 9__ 10__

LCAP:					Local : Specify	
Goal Applies to: Schools: Applicable Pupil Subgroups: All Schools: All Scho						
Expected Annual Measurable Outcomes:	J'		Actual Annual Measurable Outcomes:	Priority 7: Charter School provides 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and intere offered in 2015-16 include: Computer, 100% of students have sufficient access to all academic and educational programs provided by the Charter School. 100% of our all classes has taken a Computer/Technology class in their program and partially experienced blended learning. Priority 8: 100% of all students enrolled in the Charter School has created or demonstrated a St focused project, experiment, model or demo. 95% of all students enrolled in the Charter School's Computer/Technology classes received a grade of "C" or better in 2014-15. We expect a rate of 100% in 2015-16.		educational programs ass in their program and ded or demonstrated a STEAM
LCAP Year: 2015-16						
Planned Actions/Services			Actual Actions/Services			
		Budgeted Expenditures				Estimated_Actual Annual Expenditures
	rovide students with a broad array of courses including core subjects cs, social sciences, and science) and electives as outlined in its charter		Priority 7: Charter School has p	provided students with core cour	ses and electives as outlined in its	
Scope of service:			Scope of service:			
✓_ALL			<u> </u>			
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			
Priority 7: 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 subgroups.			Priority 7: Charter School has d	lesigned its master schedule to n	neet the needs of all students.	
Scope of service:			Scope of service:			
OR:Low Income pupilsFoster YouthReOther Subgroups:(English Learners edesignated fluent English proficient Specify)		OR:Low Income pupilsFoster YouthRe Subgroups:(Specify)_	English Learners edesignated fluent English	proficientOther	

Priority 7: Charter School will offer STEAM clubs to students.	10,000.00	Priority 1: Charter School offers STEAM clubs to all students.	10,000.00
Scope of service:		Scope of service:	
<u></u> ✓ ALL		✓ ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: 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.	\$2,000.00 STEAM Festival and Expo expenses	Priority 7: Charter School has provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School has organized a local STEAM festival. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities.	\$1700.00 STEAM Festival and Expo expenses
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u> </u>	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	\$40,000 Computer/Technology teacher salaries & benefits \$1200.00 Focused PD on Blended Learning	Priority 7: Charter School offers Computer/Technology classes and/or blended learning experience for our students.	\$40,000.00 Computer/Technology teacher salaries & benefits \$1200.00 Focused PD on Blended Learning
<u></u>		<u></u> ✓_ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	Goal, actions, and services w	ill be maintained.	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	 Charter School will continue to provide core courses and electives as outlined in its charter petition and provide 100% access to all students. Charter School will continue to expand its online intervention offerings through McGraw Hill Curriculum, Ticket to Read, Building Blogs etc. Charter School will continue to offer STEAM clubs to students. Charter School will continue to organize a local STEAM festival, participate in the Magnolia-wide STEAM expo and county-wide science fairs ar activities. Charter School will continue to offer Computer/Technology classes and/or blended learning experience for our students. Charter School will continue to provide PD to our staff on Blended Learning. 		

Original GOAL from Related State and/or Local Priorities:

prior year LCAP:			8 COE only: 9 10 Local : Specify
Goal Applies	to: Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Priority 3: Charter School will hold a minimum of 4 SSC meetings per year. Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year. Charter School will hold a minimum of 5 parent activities/events per year. Teachers will update SIS records weekly. Charter School will send a minimum of 4 progress reports/cards to parents per year. At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: Charter School will maintain an ADA rate of at least 95%. Charter School will maintain a chronic absenteeism rate of no more than 1%. Charter School will maintain a middle school dropout rate of no more than 1%. Charter School will maintain a student suspension rate of no more than 1%. Priority 6: Charter School will maintain a student suspension rate of no more than 1%. Student participation rate in the school experience survey will be at least 80%. Parent participation rate in the school experience survey will be at least 25%. Staff participation rate in the school experience survey will be at least 90%. Approval rating on school experience surveys of students, parents, and staff will be at least 85%.	Actual Annual Measurable Outcomes:	 Priority 3: Charter School has held 3 SSC meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. Charter School has held 3 English Learner Advisory Committee (ELAC) meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. Charter School has held 7 Parent Task Force (PTF) meetings in 2015-16 so far and will have held a total of 8 meetings by the end of the school year. Charter School has held more than 5 parent activities/events this year. Teachers update SIS records weekly. Charter School has sent 4 progress reports/cards to parents in 2015-16. Teachers sent a note and hold Un-Sat Students Meetings and SST Meetings with the parents of the students. 23 % of Charter School's students have been home-visited by the teachers in 2015-16 so far. Priority 5: Charter School maintained an ADA rate of 95% in 2014-15. Our rate in 2015-16 so far is 95% and we expect a rate of at least 95% by the end of the school year. Charter School maintained a chronic absenteeism rate of 2% in 2014-15. Our rate in 2015-16 so far is 1% and we expect a rate of 1% by the end of the school year. Priority 6: Charter School maintained a student suspension rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of no more than 1% by the end of the school year. Charter School maintained a student expulsion rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Student participation rate in the school experience survey is 88% in 2015-16. Parent participation rate in the school experience survey is 90% in 2015-16. Students: 78% Parents: 98% Staff: 86%

LCAP Year : 2015-16					
Planned Actions/Services		Actual Actions/Services			
	Budgeted Expenditures		Estimated_Actual Annual Expenditures		
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.			
Scope of service:		Scope of service:			
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)					
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.		Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.			
Scope of service:		Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.		Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.			
Scope of service:		Scope of service:			
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.		Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.			
Scope of service:		Scope of service:			
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal and in printed form. Scope of service:	25,000.00 5800-SIS fees and Printing Cost in 4000s	Priority 3: Charter School provides parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Scope of service:	\$27,000.00 5800-SIS fees and Printing Cost in 4000s		

Priority 3: Charter School will communicate with the parents of academically low-achieving students.		Priority 3: Charter School communicates with the parents of academically low-achieving students. Phone calls, Written Messages, Un-Sat Meetings, SST meetings	
Scope of service:		Scope of service:	
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$5,000.00 Home-visit stipends (Title I funds)	Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$4,000.00 Home-visit stipends (Title I funds)
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	\$10,000.00 School Culture Coordinator add on and related programs.	Priority 5: Charter School provides a safe, nurturing, and engaging learning environment for all its students and families. Academic and socio-emotional support will be provided to address student needs.	\$8,000.00 School Culture Coordinator add on and related programs.
Scope of service:		Scope of service:	
✓ ALL OR: _Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 5:	\$30,000.00	Priority 5:	\$30,000.00
 Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. 	Attendance clerk salary & benefits	Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	Attendance clerk salary & benefits
Scope of service:		Scope of service:	
_✓_ALL		<u>√</u> ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	2 of part time TAs salaries 30,000.00	Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	2 of part time TAs salaries 15,000.00
Scope of service:		Scope of service:	
ALL		<u> ✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	\$12,000.00		\$12,000.00
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Teacher PD on Edge Coaching, Capturing the Hearts	Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Teacher PD on Edge Coaching, Capturing the Hearts
Scope of service:		Scope of service:	
<u>✓</u> ALL		_✓_ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.		Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements. Output Description:	
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u>✓</u> ALL	
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 6:	\$3,000.00	Priority 6:	\$3000.00
 Charter School will annually administer school experience surveys to students, parents, and staff. 	Survey expenses	Charter School will annually administer school experience surveys to students, parents, and staff.	Survey expenses
Scope of service:		Scope of service:	
_✓_ALL		<u></u> ✓_ALL	
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Goal, actions, and services will be maintained.

- Charter School will continue to provide opportunities for parent involvement. Expenditure amount will be adjusted based on SIS fees, parent events/activities, and number of home visits.
- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.
- · Charter School will continue to assess its suspension policies and procedures and encourage positive student behavior and improvements.
- Charter School will continue to administer school experience surveys to students, parents, and staff. Charter School will continue to use survey results for school improvement.

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:

\$ 577,997.00

Charter School's identified amount of funds in the LCAP year is approximately \$578,476.00. These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students.

Charter School will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, Life Skills, positive behavior support and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils:

Low income pupils:

Actions and services:

- Charter School will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements.
- Charter School will expand summer learning programs to prevent summer learning loss.
- Charter School will provide resources for increased outreach efforts to low income families including home visits and meetings.
- Charter School will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources.
- Charter School will provide targeted assistance to low income students in career/college readiness activities and guidance.
- Charter School will provide STEAM related courses, clubs, field trips, competitions, and other activities to promote STEAM.
- Charter School will provide bullying prevention training.
- Charter School will provide/pilot programs such as Second Step and Why Try to provide explicit social/emotional instruction.

Anticipated expenditures: \$476,000.00

- Afterschool programs
- Summer learning programs
- Home visits
- Parent trainings
- Career/college readiness activities for low income pupils

Foster youth:

Actions and services:

- Foster youth will receive educational counseling.
- · Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- Charter School will improve communication with foster guardians.

Anticipated expenditures: 1,997.00

Guidance/PSA counselor

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- Charter School will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- Charter School will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide ELD Coordinator to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- Charter School will provide additional teaching sections of EL intervention courses.
- Charter School will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- Charter School will provide culturally and linguistically relevant materials for students.
- Charter Scholl will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- Charter School will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- Charter School will regularly review progress towards targets.
- Charter School will provide additional supports and interventions, as needed.

Anticipated expenditures: \$100,000.00

- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPs).

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

27.59 %

Charter School Proportionality Calculation:

Charter School's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. The Charter School addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).

- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy #8 Bell Contact: Jason Hernandez, jhernandez@magnoliapublicschools.org, 323-826-3925 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should

demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy #8 ("MSA Bell" or "Charter School") 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, home visits, Board of Directors meetings, Principal meetings, Dean meetings, and staff meetings. In addition, MSA Bell conducts surveys for parents, students, and teachers. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA Bell 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 LEP students and immigrants, and a WASC action plan for continual 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.

Impact on LCAP

All major groups have been informed of the LCAP work and given an opportunity to participate. MSA Bell LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP:

- Maintain implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development
- Continually provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement
- Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets
- Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups
- Develop career- and college-readiness among all students
- Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled MSA Bell to maintain sense of safety and school connectedness

Annual Update:

MSA Bell held its periodical meetings in 2015-16 to gather input from its stakeholders. These include 10 PTF meetings, 5 SSC meetings, 2 ELAC meetings, at least 20 parent activities/events including 2 Coffee with the Principal meetings, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was 97%. MSA Bell staff made 80 home visits during 2015-16 and sought feedback from the parents for school improvement.

Annual Update:

Based on input from all stakeholders and available data through surveys and student achievement/school data, MSA Bell has updated its LCAP. Some of the updates include:

- Teacher development specific to meet the needs of all students with measurable goals and ongoing analysis.
- Professional Development in the area of the arts and SEL.
- Parental opportunities to develop skills necessary to address ongoing needs of young people.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 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 Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific 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?

			_
			Related State and/or Local Priorities:
GOAL			1 <u>x</u> 2 <u>x</u> 3 <u>4x</u> 5 <u>6</u> 7 <u>x</u>
#1:	MSA Bell provide	es academic excellence to all students.	
#1.			COE only: 9 10
			Local: Specify
Identified	d Need :	 Priority 1: To ensure teachers are appropriately assigned and properly credentialed Priority 2: To maintain implementation of CCSS for all students, including subgroups To ensure teachers are trained in CCSS and the pedagogical shifts in support of increasing student learning and SBAC readiness To ensure English Learners can access the CCSS and ELD standards. To increase the percentage of students who are on track to be college- and career- readiness Begin integration of "A," arts in core curriculum Priority 4: To ensure a rigorous and relevant academic program To increase the percentage of students who score proficient or above in English Language Arts/Literacy and math on the SBAC assessment s To increase the percentage of ELs who meet or exceed the criteria for reclassification Priority 7: Ensure students have sufficient access to CCSS aligned instructional materials Priority 8: Collect, analyze and use multiple measures of student performance to increase student proficiency 	
Goal Ap	oplies to:	Schools: All Applicable Pupil Subgroups: All	
	-	LCAP Year 1: 2016-17	
Meas	ed Annual surable comes:	 Priority 1: 100% of MSA Bell's teachers will be appropriately assigned and properly credentialed as required by law and the charter. Priority 2: MSA Bell will maintain 100% implementation of CCSS MSA Bell teachers will receive at least 3-trainings/professional developments on the CCSS. MSA Bell teachers will receive at least 3-trainings/professional developments on pedagogical shifts with a focus on student learning. MSA Bell teachers will receive at least 3-trainings/professional developments on the ELD standards and teaching English Learners. 100% of MSA Bell students will participate in advisory course that covers college talk. (a-g requirements, college field trips, etc.) MSA Bell teachers will receive at least 1 training in the integration of ARTS in the core curriculum. Priority 4: For all student, including subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our interassessment will increase by 5 points from fall to spring. Using the SBAC data from 2015-2016, Increase proficiency by 3% on SBAC for all students, including subgroups in Math and ELA (SPED, El MSA Bell will meet or exceed the annual API growth targets for all student subgroups. (If and when API is reinstated by California) The percentage of EL students who are reclassified will increase by 5% from the prior year. Priority 7: 100% of students will have access to California adopted common core aligned curriculum in math and ELA. Priority 8: At least 80% of all students enrolled in MSA Bell for a full academic year will receive a grade of "C" or better (or perform "proficient" on the prior year. 	L, Foster Youth, Social-Economic Disadvantages, Hispanic/Latino)

Actions/Se	ervices	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 1: MSA Bell administration will conduct credent and support our teachers' credentialing need		All	✓_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits
Priority 1: MSA Bell administration will annually review ensure compliance.	master schedule/teacher assignments to	All		\$446,986 1300 administration salaries
Priority 2: MSA Bell will annually review all CCSS aligned materials approved by the state. Priority 2: MSA Bell will annually review all CCSS aligned materials approved by the state.	d materials and purchase any necessary	All	✓_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$22,000 4100 Approved Textbooks & Core Curricula Materials
Priority 2: MSA Bell will research and conduct profession corresponding with the implementation of C seminars, etc.)		All	✓_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$34,000 5863 professional development
Priority 2: MSA Bell will research and conduct profession corresponding with pedagogical shifts with a restorative justice practices, community circles.	focus on student learning. SEL such as	All		\$34,000 5863 professional development
Priority 2: MSA Bell will research and conduct profession	onal development (at least 3) for all staff	EL	_ALL	\$34,000 5863 professional

corresponding with pedagogical shifts with a focus on student learning. ELD standards and teaching English language Learners.		OR:Low Income pupils _X_English LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	development
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.	All		\$34,000 5863 professional development
Priority 2: MSA Bell students, through advisory, will receive career- and college- readiness opportunities through classroom lessons and field trips.	All		\$30,000 5830 field trips expenses
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.	All		\$1,023,435 5101 CMO Fee (MAP testing)
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.	All		\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits
Priorities 4: API has not been established by the state.	All		
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.	EL	ALL OR:Low Income pupilsX_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits

		\$62,852
		Title 1, ELD Coordinator
		(Hilary Estes)
		í l

GOAL #2:	es innovation amongst all students. Priority 4: Implement a blended learning program in order to help Priority 5:	p all students build 21st	c century skills to be college- and career-ready	Related State and/or L 1 2 3 4_x_ 5_x COE only: 9 Local : Specify	6_x_ 7 8 10
Identified Need:	Prepare all students, including subgroups to be adapta Priority 6: Create a positive school climate that adapts to the nee Colorada All Colorada All		thinkers who contribute to the global community.		
	Schools: All Applicable Pupil Subgroups: All				
		LCAP Y	ear 1: 2016-17		
Expected Annual Measurable Outcomes:	100% of students will have sufficient access to all ac Priority 5: At least 80% of all students enrolled in MSA Bell will At least 25% of the student population at MSA Bell of At least 5% of student population at MSA Bell will priority 6: MSA Bell School Satisfaction Survey: at least 80% of 90% of parents will rate the overall school experience.	rvices outlined in its cha cademic and educational I create or demonstrate will participate in an int articipate in a service-le student population will ce positively.	arter petition, certain programs and services being dependent of al programs provided by MSA Bell. e a STEAM focused, community based project, experiment, modernship or site field trip to gain hands on experience in a respe	del or demo. ctive field in STEAM. staff will rate the overall all school experie	, , ,
Ad	ctions/Services	Scope of Service	Pupils to be served within identi	fied scope of service	Budgeted Expenditures
Priority 4: MSA Bell staff will receive tra Basecamp. Training will be co	ining and support for blended learning through Summit onducted in July.	All		nt English proficient	\$10,000 5220 Travel & Lodging
Priority 4: MSA Bell will offer all core su prescribed in the charter.	bjects, with an emphasis in STEAM education, as	All	ALL OR:Low Income pupilsEnglish LearnFoster YouthRedesignated fluerOther Subgroups:(Specify)		\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$34,000 5863 professional development
	nt needs in the area of math enrichment, English language placement and other needs through the PLP provided by	All	ALL OR:Low Income pupilsEnglish Learn	ners	\$1,837,042 1100 teacher salaries and 1300 administration salaries

		Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits
			\$34,000 5863 professional development
Priority 4: MSA Bell will utilize surveys for all stakeholders to identify areas of interest for elective courses.	All		\$1,023,435 5101 CMO Fee (survey)
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, Summit Basecamp, etc.)	All	_✓_ALL	\$1,837,042 1100 teacher salaries and 1300 administration salaries
		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$34,000 5863 professional development
			\$51,000 5822 other professional services
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.	All	ALL	\$1,837,042 1100 teacher salaries and 1300 administration salaries
		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$35,000 4325 Instructional Materials & Supplies
			\$15,000 4326 Art & Music Supplies
Priority 5:	All	ALL	\$30,000 5830 field trips expenses

•	MSA Bell will provide career-readiness opportunities in the area of STEAM through site field trip or internship. This will be provided for at least 25% of the student population.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
•	Priority 5: At least 5% of the student population at MSA Bell will participate in a service-learning project based on community needs. This will be performed through the MSA Bell Student Leadership and Student Ambassador programs.	All		\$20,000 5813 School Program
•	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.	All		\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$51,000 5822 other professional
	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)	All	OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	services \$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$34,000 5863 professional development \$71,000 5863 professional development (tuition reimbursement) \$51,000 5822 other professional services \$1,023,435
	Priority 6: MSA Bell will seek to maintain a 90% rate for parent overall experience on yearly	All	_✓_ALL	\$1,023,435 5101 CMO Fee (survey)

	conducted surveys. This will be accomplished by providing resources and opportunities for parent input, such as workshops, parent college, parent conferences, etc.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$51,000 5822 other professional services
-	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.)	All		\$34,000 5863 professional development \$51,000 5822 other professional services

GOAL #3:	s connections amongst all stakeholders in the community.		1 <u>x</u> 2	tate and/or Local Priorities: 3_x_ 4 5_x_ 6_x_ 7 8 DE only: 9 10 y		
Priority 1: Maintain a safe school environment with facilities that are in good repair. Priority 3: Encourage a partnership with parents within the school setting (classroom, supervision, etc.) Provide opportunities for parent involvement and seek parent input in school site decisions Priority 5: To increase student attendance To avoid chronic absenteeism To avoid middle school dropout Provide opportunities for student participation and seek student input in school site decisions Priority 6: To increase the sense of safety and school connectedness						
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All					
		LCAP Ye	ear 1: 2016-17			
Priority 1: MSA Bell will maintain at least 90% of items on the facility inspection checklist will be in compliance/good standing. Daily general cleaning by custodial will maintain campus cleanliness. Priority 3: Administration and teachers will conduct home visits for at least 30% of MSA Bell's students. Parent workshops will be conducted monthly to support all learners, including subgroups. MSA Bell will hold at least 4 SES meetings per year. MSA Bell will hold at least 5 Parent Task Force (PTF) meetings per year. MSA Bell will hold at least 5 Parent activities/events per year. MSA Bell will hold at least 5 parent activities/events per year. MSA Bell will send at least 4 progress reports/cards to parents per year. MSA Bell will send at least 4 progress reports/cards to parents per year. MSA Bell will maintain an ADA rate of at least 95%. MSA Bell will maintain a chronic absenteeism rate of no more than 1%. MSA Bell will maintain an and described to proport rate of no more than 1%. MSA Bell will maintain an elected Student Council of at least 3% of the student population, including subgroups. 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 will conduct monthly emergency drills to ensure safety of all stakeholders.						
	Actions/Services	Scope of Service	Pupils to be served within identified scope of	of service Budgeted Expenditures		
Priority 1: MSA Bell in partnership w	Priority 1: MSA Bell in partnership with LAUSD facility management will ensure that the school is All ✓_ALL \$392,491 2400 and 2900 Classified					

cleaned daily and facility is maintained in good standings at least 90% of the time.			Employees
cleaned daily and facility is maintained in good standings at least 90% of the time.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$651,437 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$228,961 5610 rent to LAUSD (pays services such as repairs and janitorial services)
Priority 3: MSA Bell will conduct a home visit to at least 30% of the families in order to develop and maintain a partnership with the home and community.	All		\$3,000 Home Visit (Title 1)
Priority 3: MSA Bell will provide various resources for families in the form of workshops, Parent College and other family engagements. Our Dean of Culture will lead this area.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$51,000 5822 other professional services \$1,023,435 5101 CMO Fee (parent college) \$72,154.00 Title 1, Dean of Culture (Brenda Lopez)
Priority 3: MSA Bell will conduct and host the following meetings to inform and encourage parent involvement and in the school community. MSA Bell will conduct at least 4 SSC meetings per year MSA Bell will conduct at least 4 ELAC meetings per year MSA Bell will conduct at least 6 PTF meetings per year MSA Bell will conduct at least 5 parent activities/events per year MSA Bell will conduct at least 4 progress reports/cards to parents per year	All		\$10,000 4720 Other Food
Priority 3: MSA Bell will provide parents with access to course material, homework assignments,	All	_√_ALL	\$38,000 5887 Technology

	projects, and records of students' grades through SIS, an online web portal. Teachers will ensure grades are updated on a regular basis.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Services (CoolSIS & Illuminate)
•	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 95%, and a chronic absenteeism rate of no mare than 1%.	All	_√_ALL	\$1,837,042 1100 teacher salaries and 1300 administration salaries
			OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$34,000 5863 professional development
				\$51,000 5822 other professional services
•	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 drop out rate of no more than 1%.	All	_✓_ALL	\$1,837,042 1100 teacher salaries and 1300 administration salaries
			OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient	\$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits
			Other Subgroups:(Specify)	5863 professional development
				\$51,000 5822 other professional services
	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.	All	_√_ALL OR:	\$1,837,042 1100 teacher salaries and 1300 administration salaries
			Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits
	Priority 6: MSA Bell will research and conduct professional development (at least 3) for all staff	All	_√_ALL	\$34,000 5863 professional

corresponding with SEL to ensure a safe and connectedness school culture.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	development \$51,000 5822 other professional services
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.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$34,000 5863 professional development \$51,000 5822 other professional services

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original				Related State and/or	Local Priorities:
GOAL from				1 2 3 4 5	5 6 7 8
prior year	For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentia			COE only: 9	
LCAP:				Local : Specify	
	Schools: All				
Goal Applies to	Goal Applies to: Applicable Pupil Subgroups:				
Expected			Actual		
Ailliuai	Priority 1		Annual Priority 1		
Measurable	 100% of Charter School's teachers will be appropriately assigned 	d and fully credentialed as		were appropriately assigned and fully cred	entialed.
Outcomes:	required by law and the charter.	,	Outcomes:		
LCAP Year: 2015-16					
	Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures			Estimated_Actual Annual Expenditures
		\$1,4716,884 1100 teacher salaries and 1300 administration salaries			\$1,478,333 1100 teacher salaries and 1300 administration salaries
Priority 1: 100% of Charter School required by law and the	's teachers will be appropriately assigned and fully credentialed as e charter.	\$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	Priority 1: 100% of Charter School's teachers will be appro as required by law and the charter. Currently 2 t program or equivalent. 2 teachers are currently	teachers are involved in a BTSA	\$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits
	-	\$68,000 5863 Professional Development			\$68,000 5863 Professional Development
Scope of service:			Scope of service:		
✓_ALL OR:			_ ✓_ ALL		
OR: Low Income pupils	English Learners		OR:Low Income pupilsEnglish Learners		
Foster YouthRed	esignated fluent English proficientOther		Foster YouthRedesignated fluent Eng	glish proficientOther	
Subgroups:(Specify)			Subgroups:(Specify)		
What cha	nges in actions, services, and	Goal, actions, and services w	ill be maintained, as a sub-goal. (#1)		
	rill be made as a result of reviewing				
past progress and/or changes to goals? MSA Bell will continue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted based on how many teachers furthering their education.			d on how many teachers will		
	·				

Original GOAL from				d/or Local Priorities: _ 5 6 7 8	
prior year	For each year of the charter, every student will have sufficient acce	ess to standards-aligned instruc	ctional materials.		
LCAP:			Local : Specify	: 9 10	
	Schools: All		Local : Specify		
Goal Applies to	Applicable Pupil Subgroups:				
Expected			Actual Priority 1		
Allilual	Priority 1		Annual		
Measurable	100% of students will have sufficient access to standards-aligne	ed instructional materials.	Measurable Instructional materials aligned to the CCSS were purch. subjects of ELA and Math and offered to all students (1)		
Outcomes:			Outcomes:		
		LCAP Yea			
	Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		Estimated_Actual Annual Expenditures	
 Charter School will annu corresponding purchase 	ually review alignment of instructional materials to standards. ually keep an inventory of instructional materials and e of materials ually review budget and plan to ensure adequate budget for	\$185,620.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: 100% of Charter School's teachers will be appropriately assigned and fully credentia as required by law and the charter. Currently 2 teachers are involved in a BTSA program or equivalent. 2 teachers are currently in a educational doctorate program	\$170,223.00 ed 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	
Scope of service:			Scope of service:		
ALL OR: Low Income pupils	English Learners		ALL OR:Low Income pupilsEnglish Learners		
Foster Youth Rede Subgroups:(Specify)	esignated fluent English proficient Other		Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		
What cha	nges in actions, services, and	Goal, actions, and services w	vill be maintained, as a sub-goal. (#1)		
expenditures w	rill be made as a result of reviewing	■ MSA Rell has made a	checklist of instructional materials to be used next year and made a purchase order for next y	ear to ansura sufficient access to	
past progr	ess and/or changes to goals?		e amount will be adjusted based on the number of instructional materials needed.	car to ensure sufficient access to	

Original GOAL from prior year

For each year of the charter, the school facilities will be maintained in good repair.

Related State and/or Local Priorities:

1_✓_ 2__ 3__ 4__ 5__ 6__ 7__ 8__

COE only: 9__ 10__

LCAP:				Local : Specify	
Goal Applies to	Schools: All				
Goal Applies to	Applicable Pupil Subgroups:				
Expected	2		Actual Priority 1		
Ailliuai	Priority 1		Annual		
Measurable : Outcomes:	 At least 90% of the items on facility inspection checklists will be standing. 	in compliance/good		ection and collaboration with LAUSD fac in good working condition.	ility maintenance, at least
		LCAP Yea	r: 2015-16		
	Planned Actions/Services		Actual A	ctions/Services	
		Budgeted Expenditures			Estimated_Actual Annual Expenditures
	cility inspections will screen for safety hazards. by custodial staff will maintain campus cleanliness.	\$141,120 5500 Janitorial Services, 5600 Maintenance, Custodian salary, benefits	Priority 1: The facility is cleaned on a regular basis and facility through the efforts of LAUSD facility maintenance is in working condition.		\$224,000 5500 Janitorial Services, 5600 Maintenance, Custodian salary, benefits
Scope of service:			Scope of service:		
✓_ALL OR:Low Income pupilsFoster YouthRed Subgroups:(Specify)	esignated fluent English proficientOther		ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent Englis Subgroups:(Specify)		
expenditures w	nges in actions, services, and vill be made as a result of reviewing ress and/or changes to goals?	 MSA Bell will continue repair and cleaning ne 	ill be maintained, as a sub-goal. (#3) to do annual and monthly facility inspections to screen for eds. used due to a water meter that was not previously accounte	·	ll be adjusted based on
Original				Related State and/or	
GOAL from prior year LCAP: Charter School will fully implement state-adopted academic content and performance state-adopted academic content academic content academ		at and performance standards f	for all students, including subgroups.	1 <u> 2_x_</u> 3 <u> 4 5</u>	6 7 8
				COE only: 9	
LUAF.				Local : Specify	
Goal Applies to	Schools: All				
234.7.66.30 (0	Applicable Pupil Subgroups:				

Expected	ı	Actual Priority 1	
Annual Priority 2	l	Annual	
Measurable	1	Measurable • MSA Bell implemented and maintained all instructional pract	tice of CCSS in all content for
 Charter School will provide 100% implementation of CCSS for a 	ıll students.	all students	and of dead in an content is.
Outcomes:		Outcomes:	
	LCAP Yea	r: 2015-16	
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated_Actual Annual Expenditures
	450.000	Priority 2:	450.000
Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS.	\$68,000 5863 Professional	 MSA Bell purchased curriculum that is CCSS aligned in the state approved areas of ELA and Math. 	\$68,000 5863 Professional
Teachers will participate in professional development on the implementation of CCSS.	Development	MSA Bell conducted various trainings through out the year regarding the incorporation	Development
	ļ!	of CCSS and ELD standards across the curriculum.	
Scope of service:		Scope of service:	
<u>√_</u> ALL		<u></u> _✓_ALL	
OR:		OR:	
Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Subgroups.(Specify)		Subgroups.(Specify)	
What changes in actions, convices, and	Goal, actions, and services w	rill be maintained, as a sub-goal. (#1)	
What changes in actions, services, and			
expenditures will be made as a result of reviewing		to provide professional development to all of its teachers to ensure 100% implementation of CCSS	6. Expenditure amount will be
past progress and/or changes to goals?	adjusted based on PD MSA Bell will develop a	needs. a writing program that aligns horizontally and vertically across all curriculums.	
	I WIST BEIL WILL GETEIN C	a writing program that dispris nonzontany and vertically across an correctance.	
		Related State and/or	Local Priorities:
Original			

Original GOAL from prior year LCAP:	EL students will gain academic content knowledge through the implementation of CCSS.		COE only: 9 10 Local : Specify		
Goal Applies to	Goal Applies to: Schools: All				
Expected Annual Measurable Outcomes:	The percentage of EL students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase 5% from Fall 2015 to Spring 2016.	Actual Annual Measurable Outcomes:	Priority 2 MSA Bell is still in the process of disseminating the data to evaluate whether it has meet the goal.		

LCAP Year : 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated_Actual Annual Expenditures	
Priority 2: Charter School will provide CCSS aligned ELA and math instruction using SDAIE/GLAD instructional strategies, support and intervention to all ELs and monitor student progress in ELA and math as measured by the MAP test.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$68,000 5863 Professional Development \$62,852.00 Title 1, ELD Coordinator (Hilary Estes)	Priority 2: MSA Bell experienced a high percentage of turnover, this impacted the instructional practice across the different grade levels. MSA Bell did exceed the reclassification rate, which showed that instructional practice in our ELD program was very effective.	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$68,000 5863 Professional Development \$62,852.00 Title 1, ELD Coordinator (Hilary Estes)	
Scope of service:		Scope of service:		
ALL OR:Low Income pupils _x_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		ALL OR: _Low Income pupils _x_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	MSA Bell will continueMSA Bell will develop	vill be maintained, as a sub-goal. (#1) e to utilize the Language & Literacy Coach to provide support for teachers in this area. a signature instructional practice that can be evident across the content. slyzing the data to see whether it has meet the goal as prescribed.		

Original GOAL from prior year LCAP:	EL students will gain English language proficiency through the implementation of CCSS.	Related State and/or Local Priorities: 1 2_x_ 3 4_x_ 5 6 7 8 COE only: 9 10 Local : Specify
Cool Applies to	Schools: All	
Goal Applies to:	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	Annual Priority 2 and 4 Measurable The percentage of EL students attaining English language proficiency as measured by the		Actual Annual Measurable Outcomes:	Priority 2 and 4 • MSA Bell exceeded the reclassification goal. It is currently at	39%
		LCAP Yea	r: 2015-16		
	Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures			Estimated_Actual Annual Expenditures
new standards, and mo implementation.	ntify ELs by proficiency level, provide ELD instruction aligned to the nitor student progress on CELDT/ELPAC/MAP in program	\$150,000.00 4100 Approved Textbooks & Core Curricula Materials \$5,278 4320 Educational Software \$30,000 4325 Instructional Materials & Supplies	instruction materials v reclassified.	identify the level of each EL. Based on the informational, was aligned to best support the student. 39% of the EL students	\$150,000.00 4100 Approved Textbooks & Core Curricula Materials \$13,832 4320 Educational Software \$28,165 4325 Instructional Materials & Supplies
Scope of service:			Scope of service:		
ALL OR:Low Income pupilsFoster YouthRed Subgroups:(Specify)	x_English Learners esignated fluent English proficientOther 		ALL OR:Low Income pupilsFoster YouthRed Subgroups:(Specify)	<u>x</u> English Learners designated fluent English proficientOther 	
expenditures will be made as a result of reviewing			ill be maintained, as a sub-goa to maintain its ELD program. ate with Summit Basecamp, thi	il. (#1) is will allow personalized learning time for all students in the area of	need.
				Deleted State and/o	. I I Duianitia a.
Original GOAL from prior year LCAP: Charter School will provide opportunities for parent input in school site decisions.				Related State and/or 1 2 3_x 4 5 COE only: 9 Local : Specify	5 6 7 8

Goal Applies to: Schools: All Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes: A minimum of 2 parents will serve on the School Site Co Charter School will hold a minimum of 2 SSC meetings p Charter School will hold a minimum of 4 Parent Task For Charter School will hold a minimum of 4 English Lerner A meetings per year.	per year. orce (PTF) meetings per year.	Actual Annual Measurable Outcomes: Priority 3 MSA Bell has 4 parents currently serving on the SSC. MSA Bell has conducted at least 4 SSC meetings this school year. MSA Bell has conducted at least 10 PTF meetings this school year. MSA Bell has conducted at least 4 ELAC meetings this school year.
	LCAP Yea	r: 2015-16
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated_Actual Annual Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	\$75,000 5822 Other Professional Services	Priority 3: MSA Bell has conducted these meetings on a regular basis. PTF are conducted monthly. SSC and ELAC are conducted quarterly. \$3,098 5822 Other Professional Services
Scope of service: x_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	-	Scope of service: _x_ALL OR: _Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	MSA Bell will continueMSA Bell will seek out	will be maintained, as a sub-goal. (#3) e to maintain its regular meetings with all groups. t professional development for families in order to conduct meetings effectively. out from parents through regular school site visits and walk through.
Original GOAL from prior year LCAP: Charter School will provide opportunities for parent involvement.		Related State and/or Local Priorities: 1 2 3_x 4 5 6 7 8 COE only: 9 10 Local : Specify
Goal Applies to: Schools: All Applicable Pupil Subgroups: All	dl	
Expected Priority 3 Annual		Actual Priority 3 Annual

Measurable Outcomes: Charter School will hold a minimum of 5 parent activities/events per year. Teachers will update CoolSIS records daily/weekly. Charter School will send a minimum of 6 progress reports/cards to parents per year. At least 27% of Charter School's students will be home-visited by the teachers.		Measurable Outcomes: MSA Bell has exceeded the number of parent activities through workshops, award ceremonies and conferences. MSA Bell teachers update CoolSIS on a regular basis, this is madministration team. MSA Bell has met the expectation of providing progress report their child's grades. MSA Bell is still in the process of completing home visits for a population.	nonitored by the rts for parents regarding
	LCAP Yea		
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated_Actual Annual Expenditures
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through CoolSIS, an online web portal. Charter School will communicate with the parents of academically low-achieving students. Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Scope of service:	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$72,154.00 Title 1, Dean of Culture (Brenda Lopez)	Priority 3: MSA Bell has hosted various school events that allow for active engagement on the behalf of the parents. MSA Bell has conducted training on CoolSIS and constantly provides this information to parents in order to become aware of their child's progress. MSA Bell teachers are provided with PD time to communicate with parents on a regular basis. MSA Bell, through the Dean of Culture, has conducted numerous home visits and will continue for the remainder of this year until the goal is met. Scope of service:	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$72,154.00 Title 1, Dean of Culture (Brenda Lopez)
x_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		_x_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	 Goal, actions, and services will be maintained, as a sub-goal. (#1) MSA Bell will continue to provide opportunities for parent involvement. Expenditure amount will be adjusted based on SIS fees, parent events/activities and number of home visits. MSA Bell will continue to administer school experience surveys to students, parents, and staff. MSA Bell will continue to use survey results for school improvement. MSA Bell will provide parents with more community resources, workshops and Parent College for the upcoming year. 		

Original GOAL from prior year LCAP:

Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system.

Related State and/or Local Priorities:

Local : Specify _____

Schools: All				
Goal Applies to: Applicable Pupil Subgroups:				
Expected Annual Measurable Outcomes: Priority 4 • All student subgroups will meet or exceed proficiency tar Arts/Literacy and math on the CAASPP assessment syster set as data becomes available.) • For all student subgroups, the percentage of students pe Reading/ELA and math sections of our internal, common Academic Progress (MAP) assessment will increase by 5% 2016.	m. (Specific targets will be erforming proficient on the -core aligned Measures of 6 from Fall 2015 to Spring	Actual Annual Measurable Outcomes:	Priority 4 MSA Bell is currently in the process of the SBAC testing, resusummer. MSA Bell students recently finished the Spring 2016 MAP testing broken down to accurate measure this goal.	·
	LCAP Yea	r: 2015-16		
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated_Actual Annual Expenditures
Priority 4: Charter School will synthesize CAASPP and MAP student achievement and growth information into reports and regularly review progress towards targets. Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students and monitor student progress in ELA and math as measured by the CAASPP and MAP tests.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits		onducting processes to ensure students demonstrate growth in the ng. Testing is still being evaluated and no present measure is nent.	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits
Scope of service:		Scope of service:		
x_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		_x_ALL OR: _Low Income pupils _Foster YouthRe Subgroups:(Specify)_	English Learners edesignated fluent English proficientOther	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	MSA Bell will continue students. MSA Bell is will be coll level based on their ne	aborating with Summit Basec	al. (#1) cting data and using the information to help guide instruction to best amp to implement blended learning. This will provide PLP that suppoollection programs such as Illuminate. This will help assist teachers in	rts students on an individual

Original GOAL from prior year LCAP:	Charter School will meet or exceed the annual API growth targets f	Related State and/or Local Priorities: 1 2 3 4_x_ 5 6 7 8 COE only: 9 10 Local : Specify	
Goal Applies to	Applicable Pupil Subgroups:		
Expected FANNUAL Measurable Outcomes:	Charter School will meet or exceed the annual API growth subgroups. (Specific targets will be set as data becomes a		Actual Annual Priority 4 Measurable Outcomes: The state currently has not provided a tool for measuring API.
		LCAP Yea	ar: 2015-16
	Planned Actions/Services		Actual Actions/Services
		Budgeted Expenditures	Estimated_Actual Annual Expenditures
Priority 4: Charter School will synt progress towards targe	thesize API and AYP information into reports and regularly review ts.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	\$1,478,333 1100 teacher salaries and 1300 administration salaries The state currently has not provided a tool for measuring API. MSA Bell is currently meeting its goals for AYP. \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits
Scope of service:			Scope of service:
_x_ALL OR:Low Income pupilsFoster YouthRed Subgroups:(Specify)	esignated fluent English proficient Other		x_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)
expenditures w	nges in actions, services, and vill be made as a result of reviewing ress and/or changes to goals?		will be maintained, as a sub-goal. (#1) rom the state information regarding API.

Original GOAL from prior year LCAP:	EL students will advance at least one overall performance level on	the CELDT and/or ELPAC each y	Related State and/or state and or state and	5 6 7 8 9 10	
Goal Applies to: Schools: All Applicable Pupil Subgroups: EL					
Expected FANNUAL Measurable Outcomes:	Priority 4 Charter School will meet or exceed the annual API growth targets for all student subgroups. (Specific targets will be set as data becomes available.)		Actual Annual Priority 4 Measurable Outcomes: The state currently has not provided a tool for measuring API.		
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures		Estimated_Actual Annual Expenditures	
Priority 4: ● The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 5% from the prior year.		\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$62,852.00 Title 1, ELD Coordinator (Hilary Estes)	Priority 4: MSA Bell is currently in the process of analyzing the increase of performance level for all EL students.	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$62,852.00 Title 1, ELD Coordinator (Hilary Estes)	
Scope of service:			Scope of service:		
ALL OR:Low Income pupils _x_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify) What changes in actions, services, and		Goal, actions, and services w	ALL OR:Low Income pupils _x_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		
expenditures will be made as a result of reviewing past progress and/or changes to goals?			MSA Bell will maintain its process of identifying EL students and their performance level in order to guide instruction and curriculum. MSA Bell is currently researching professional development to best support students that are EL and SPED.		

Original GOAL from prior year LCAP:	EL students will be reclassified as fluent English proficient (RFEP) annually.			Related State and/or 1 2 3 4_x_ 5 COE only: 9 Local : Specify	6 6 7 8 10
Goal Applies to:	to: Schools: Applicable Pupil Subgroups: EL				
Expected Annual Measurable Outcomes:	Priority 4 The percentage of EL students who are reclassified will increase by 5% from the prior year. The percentage of EL students who are reclassified will increase by 5% from the prior year. Outcomes: Actual Annual Measurable Outcomes: MSA Bell currently has RFEP 39% of EL students. We have surpass			rpassed the goal established.	
	Di	LCAP Yea		:10	
	Planned Actions/Services	<u> </u>	Actual Acti	ions/Services	
		Budgeted Expenditures			Estimated_Actual Annual Expenditures
	tify ELs by proficiency level, provide ELD instruction aligned to the nitor student progress in program implementation.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$62,852.00 Title 1, ELD Coordinator (Hilary Estes)	Priority 4: MSA Bell, through the support of the ELD coordinator of the EL population.	and teaching staff, has RFEP 39%	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$62,852.00 Title 1, ELD Coordinator (Hilary Estes)
Scope of service:		, , , , , , , , , , , , , , , , , , ,	Scope of service:		, , , =====
_ALL			ALL		

OR:Low Income pupils _x_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupils _x_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		rill be maintained, as a sub-goal. (#1) nit's program and continual investigate innovative methods to best prepare students for language a	acquisition.
Original		Related State and/or	Local Priorities:
GOAL from Students will be on track to be college/career ready		1 2 3 4 <u>_x</u> _ 5	
prior year LCAP:		COE only: 9	
Local : Specify			
Goal Applies to: Schools: All Applicable Pupil Subgroups: All All	 I		
Expected Annual Annual Measurable Outcomes: At least 50% of students in grade 8 will participate in the ACT A	Aspire assessment.	Actual Annual Measurable MsA Bell continually is researching an opportunity to allow 7 the ACT to assess college readiness. MSA Bell will communicate with MAP. MAP is able to evaluat ACT.	•
Annual Measurable At least 50% of students in grade 8 will participate in the ACT A	Aspire assessment. LCAP Yea	Annual Measurable Outcomes: MSA Bell continually is researching an opportunity to allow 7 the ACT to assess college readiness. MSA Bell will communicate with MAP. MAP is able to evaluat ACT.	•
Annual Measurable At least 50% of students in grade 8 will participate in the ACT A	LCAP Yea	Annual Measurable Outcomes: MSA Bell continually is researching an opportunity to allow 7 the ACT to assess college readiness. MSA Bell will communicate with MAP. MAP is able to evaluat ACT.	•
Annual Measurable Outcomes: At least 50% of students in grade 8 will participate in the ACT A		Annual Measurable Outcomes: MSA Bell continually is researching an opportunity to allow 7 the ACT to assess college readiness. MSA Bell will communicate with MAP. MAP is able to evaluat ACT. r: 2015-16	•
Annual Measurable Outcomes: Planned Actions/Services Priority 4: 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.	LCAP Yea	Annual Measurable Outcomes: MSA Bell continually is researching an opportunity to allow 7 the ACT to assess college readiness. MSA Bell will communicate with MAP. MAP is able to evaluat ACT. r: 2015-16	te readiness for the Sat and Estimated_Actual
Annual Measurable Outcomes: At least 50% of students in grade 8 will participate in the ACT A Planned Actions/Services Priority 4: Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college	Budgeted Expenditures \$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee	Annual Measurable Outcomes: MSA Bell continually is researching an opportunity to allow 7 the ACT to assess college readiness. MSA Bell will communicate with MAP. MAP is able to evaluat ACT. r: 2015-16 Actual Actions/Services Priority 4:	Estimated_Actual Annual Expenditures \$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee

Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	MSA Bell will continue MSA Bell will research	will be maintained, as a sub-goal. (#1) le to research the possibility of allowing 7 th and 8 th grade students complete the ACT exam on campus. th and acquire further training on MAP testing, as it is able to evaluate readiness for the SAT and ACT. producing an Advance Math Pathway program (AMP) to ensure students are ready for college preparatory work.
Original GOAL from prior year LCAP: Charter School will maintain a high student attendance rate.		Related State and/or Local Priorities: 1 2 3 4 5_x_6 7 8 COE only: 9 10 Local : Specify
Goal Applies to: Schools: All Applicable Pupil Subgroups: All All	ı	
Expected Annual Priority 5 Measurable Outcomes: Charter School will maintain an ADA rate of at least 96%.		Actual Annual Priority 5 Measurable Outcomes: MSA Bell is currently at an ADA rate of at least 98%.
	LCAP Yea	ar: 2015-16
Planned Actions/Services	_	Actual Actions/Services
	Budgeted Expenditures	Estimated_Actual Annual Expenditure
Priority 5: Charter School will provide a safe environment that cultivates respect for self and others. Charter School will encourage and support student attendance.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	Priority 5: MSA Bell provides a safe environment conducive for learning. This was noticeable through the WASC and CSD visit. \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits
Scope of service:		Scope of service:
x_ALL		_x ALL

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify) OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)				
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? Goal, actions, and services will be maintained, as a sub-goal. (#3) MSA Bell will continue to research and training teachers and staff to provide a welcoming and supportive environment. MSA Bell, along with the support of MPS, will research and establish a SARB for attendance purposes.				
Original GOAL from prior year LCAP: Charter School will maintain a low chronic absenteeism rate.			Related State and/o 1 2 3 4 5_ COE only: 9 Local : Specify	x 6_ 7_ 8_ 9_ 10_
Goal Applies to: Schools: All Applicable Pupil Subgroups: All				
Expected Annual Priority 5 Measurable Outcomes: Charter School will maintain a chronic absenteeism rate of no incomplete to the complete of	more than 3%.	Actual Annual Measurable Outcomes:	Priority 5 MSA Bell is currently fulfilling this expectation.	
	LCAP Yea	r: 2015-16		
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated_Actual Annual Expenditures
Priority 5: Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	through the WASC a	I teachers and parents to meet in order to discuss the expectations	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits
Scope of service:		Scope of service:		
<u>x_</u> ALL		<u>_x_</u> ALL		

Low income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify) Subgroups:(Specify)				
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	 MSA Bell will continue 		al. (#3) chers and staff to provide a welcoming and supportive environment. rch and establish a SARB for attendance purposes.	
Original			Related State and/o	r Local Priorities:
GOAL from			1 2 3 4 5_	<u>x</u> 6 7 8
prior year Charter School will maintain a low middle school dropout rate.			COE only: 9	10
LCAP:			Local : Specify	
Schools: All			·	
Goal Applies to: Applicable Pupil Subgroups:	l			
Expected		Actual		
Annual Priority 5		Annual	Priority 5	
Measurable Charter School will maintain a middle school dropout rate of n	o more than 1%.	Measurable Outcomes:	 MSA Bell is currently fulfilling this expectation. 	
Outcomes.	LCAP Yea		i	
Planned Actions/Services	EOAI 100	1. 2010 10	Actual Actions/Services	
	Budgeted Expenditures			Estimated_Actual Annual Expenditures
Priority 5:	\$1,4716,884 1100 teacher salaries and 1300 administration salaries	Priority 5:		\$1,478,333 1100 teacher salaries and 1300 administration salaries
 Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled. Charter School will reduce dropout rates by providing academic and social support in a small school environment. 	\$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	through the WASC a	teachers and parents to meet in order to discuss the expectations	\$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits
	\$873,103 5101 CMO fees			\$873,103 5101 CMO fees
Scope of service:	5202 61110 1663	Scope of service:		5101 Civio ICCS
<u>x</u> ALL		_x_ALL		

			Page 39 of 30
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)
expenditures will be made as a result of reviewing			will be maintained, as a sub-goal. (#3) e to research and training teachers and staff to provide a welcoming and supportive environment. the support of MPS, will research and establish a SARB for attendance purposes.
Original			Related State and/or Local Priorities:
GOAL from prior year	Charter School will maintain a low student suspension rate.		1 2 3 4 5 6_x_ 7 8 COE only: 9 10
LCAP:			Local : Specify
Goal Applies to	Schools: All Subgroups: All		
Typostod	: Applicable Fupil Subgroups.		A -41
Expected Annual	Priority 6	ļ	Actual Priority 6
Measurable	, -	ļ	Measurable
Outcomes:	Charter School will maintain a student suspension rate of no mo	ore than 5%.	Outcomes: • MSA Bell is currently fulfilling this expectation.
	-	LCAP Year	r: 2015-16
Planned Actions/Services			Actual Actions/Services
		Budgeted Expenditures	Estimated_Actual Annual Expenditures
Priority 6:	avally assess its suspension policies and procedures and document	\$1,4716,884 1100 teacher salaries and 1300 administration salaries	\$1,478,333 1100 teacher salaries and 1300 administration MSA Bell, along with MPS, has regular meeting with Dean of Students to assess the salaries

	Budgeted Expenditures		Estimated_Actual Annual Expenditures
Priority 6: Charter School will annually assess its suspension policies and procedures and document and implement alternatives to suspension. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School staff will acknowledge and encourage positive student behavior and improvements.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$873,103 5101 CMO fees	Priority 6: MSA Bell, along with MPS, has regular meeting with Dean of Students to assess the handbook and policy procedures surrounding discipline. (4-5 meeting a year) MSA Bell teachers have established clear and concise classroom management plans that meet the needs of the particular grade level. Some teachers have implemented reformative justice in their classroom. MSA Bell staff acknowledges students good with CoolSIS points. Points are translated to fun rewards for our students.	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$873,103 5101 CMO fees
Scope of service:		Scope of service:	
<u>x</u> ALL		<u>x</u> ALL	

3500, 3600 employee

benefits

\$873,103

5101 CMO fees

			Page 40 of 50	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? Goal, actions, and services will be maintained, as a sub-goal. (#3) MSA Bell will continue to research and training teachers and staff to provide a welcoming and supportive environment. MSA Bell will look at the Positive and Negative CoolSIS system and evaluate the effectiveness of it. MSA Bell will continue to develop partnerships with the community that can lead to internships for students.				
Original GOAL from prior year LCAP: Related State and/or Local Priorities Charter School will maintain a low student expulsion rate. Related State and/or Local Priorities 1_ 2_ 3_ 4_ 5_ 6_ x_ 7_ 8 COE only: 9_ 10_ Local: Specify				
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	Priority 6 Charter School will maintain a student expulsion rate of no mor	re than 1%.	Actual Annual Priority 6 Measurable Outcomes: MSA Bell is currently fulfilling this expectation.	
		LCAP Yea	r: 2015-16	
	Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated_Actual Annual Expenditures	
and implement alternatiTeachers will establish of	ually assess its expulsion policies and procedures and document tives to expulsion. classroom management procedures, foster positive relationships,	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400,	Priority 6: MSA Bell, along with MPS, has regular meeting with Dean of Students to assess the handbook and policy procedures surrounding discipline. (4-5 meeting a year) MSA Bell teachers have established clear and concise classroom management plans that meet the needs of the particular grade level. Some teachers have implemented 3100, 3200, 3300, 3400,	

3500, 3600 employee

benefits

\$873,103

5101 CMO fees

and help create an atmosphere of trust, respect, and high expectations.

improvements.

Scope of service:

Charter School staff will acknowledge and encourage positive student behavior and

MSA Bell staff acknowledges students good with CoolSIS points. Points are translated

reformative justice in their classroom.

to fun rewards for our students.

Scope of service:

5101 CMO fees (school

survey)

MSA Bell provides various opportunities for parent engagement, such as fundraisers,

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent Engli Subgroups:(Specify)	sh proficientOther	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? Goal, actions, and services will be maintained, as a sub-goal. (#3) MSA Bell will continue to research and training teachers and staff to provide a welcoming and supportive environment of MSA Bell will look at the Positive and Negative CoolSIS system and evaluate the effectiveness of it. MSA Bell will continue to develop partnerships with the community that can lead to internships for students.				ffectiveness of it.	
Original				Related State and/or	Local Priorities:
GOAL from	Students, parents, and teachers will feel a sense of community and	l connectedness		1 2 3 4 5_	6 <u>_x</u> _ 7 8
prior year	Students, parents, and teachers will rect a sense of community and	reofficereditess.		COE only: 9	10
LCAP:				Local : Specify	
Goal Applies to	Schools: All				
Odai Applies to	Applicable Pupil Subgroups:				
Expected Annual Measurable Outcomes:	 Student participation rate in the school satisfaction survey will Parent participation rate in the school satisfaction survey will b Teacher participation rate in the school satisfaction survey will Approval rating on school satisfaction surveys of students, pare sense of safety and school connectedness will be at least 85%. 	e at least 50%. be at least 90%.	Actual Priority 6 Annual Measurable Outcomes: Priority 6 MSA Bell had a partic Student satisfaction Parent satisfaction ra	rating 82%	holders.
		LCAP Yea	r: 2015-16		
	Planned Actions/Services		Actual A	ctions/Services	
		Budgeted Expenditures			Estimated_Actual Annual Expenditures
Priority 6: Charter School will ann	ually administer school satisfaction surveys to students, parents,	\$873,103	Priority 6: MSA Bell was able to gather a participation rate of	at least 90% of all stakeholders.	\$873,103

PFT, etc.

Scope of service:

<u>_x_</u>ALL

5101 CMO fees (school

survey)

and teachers.

Scope of service:

_x_ALL

sense of belonging and community.

A variety of fun and engaging community events will further enhance families'

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	 MSA Bell will continue meditation. 	rill be maintained, as a sub-goal. (#3) to research and training teachers and staff to provide a welcoming and supportive environment. Re the Positive and Negative CoolSIS system and evaluate the effectiveness of it.	estorative practices and

Original GOAL from prior year LCAP: Students, including all student subgroups and students with exceptor program as outlined in its charter petition.	Students, including all student subgroups and students with exceptional needs, will have access to and enroll in Charter School's academic and educational program as outlined in its charter petition. Related State and/or Local Priorities: 1 2 3 4 5 6 7 x 8 COE only: 9 10 Local : Specify				
Goal Applies to: Schools: All Applicable Pupil Subgroups: All	ı				
petition, certain programs and services being dependent on st	 Charter School will provide 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 Annual Measurable Outcomes: MSA Bell provides access to school programs to all students. 				
	LCAP Yea	r: 2015-16			
Planned Actions/Services		Actual Actions/Servi	ices		
	Budgeted Expenditures		Estimated_Actual Annual Expenditures		
Priority 7: 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 design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	Priority 7: All students at MSA Bell have access to core subjects and electives as our charter. The basic schedule allows for ELD pullout services. SPED students receive through co-teaching with SPED teacher or paraprofessional support, etc.	re support \$608,216		
Scope of service:		Scope of service:			

x_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		_x_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	MSA Bell will provide a MSA Bell will continue MSA Bell will continue	nill be maintained, as a sub-goal. (#1) an academic program that is representative of STEAM. training with co-teaching and working with students that have learning disabilities. to seek development in ELD standards in order to meet the needs of our EL students. on is currently modifying the schedule to allow more accessible to a variety of elective courses base	d on student interest.

	 MSA Bell administration is currently modifying the schedule to allow more accessible to a variety of elective courses based on student interest. 					
Original GOAL from prior year LCAP: Related State and/or L The students will attain proficiency in core subjects (English, mathematics, social sciences, and science) and electives provided by the Charter School. COE only: 9_ Local: Specify						
Goal Applies to: Schools: All						
Expected Annual Measurable Outcomes: A least 80% of all students enrolled in the Charter School for a receive a grade of "C" or better (or perform "proficient" on the tests) in core subjects and electives. At least 80% of all students enrolled in the Charter School will of STEM focused project, experiment, model or demo.	e related state standardized	Actual Annual Measurable Outcomes:	Priority 8 MSA Bell is currently waiting for the school year to complete accurate figure. Currently, 84% of all courses are receiving a MSA Bell had at least 80% of students participate in some for such as computer coding, sound engineering, science fair pro EXPO, participation in LACOE Math Field Day, etc.	grade of "C" or better. rm of STEM related activity		
	LCAP Yea	r: 2015-16				
Planned Actions/Services		Actual Actions/Services				
	Budgeted Expenditures			Estimated_Actual Annual Expenditures		
Priority 8: Charter School will regularly review student performance progress towards targets, including course grades, state assessment and internal assessment scores, and other benchmarks in each subject area. Charter School will provide additional supports and interventions as needed, including after school tutoring and summer school.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	progress through M ensure the necessar • MSA Bell is currently support and advance	with support of staff regularly reviews student grades and academic IAP. Regular student and parent dialogue is conducted in order to ry supports are provided. y offering after-school academic enrichment and clubs in order to be learning. Summer school will be offered this year to support the nent and provide additional support to acquire content knowledge.	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits		

_x_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther
Subgroups:(Specify)
will maintain the current academic review process. In collaboration with Summit Basecamp, students will have PLP period for 4 hours a order to support academic advance and support academic discrepancies. will continue to seek development in ELD standards and SEL in order to meet the needs of all our students. administration is currently modifying the schedule to allow more accessible to a variety of elective courses based on student interest.
,

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$	\$1,104,292		
--	----	-------------	--	--

MSA Bell's identified amount of funds in the LCAP year is approximately \$1,104,292. These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students.

MSA Bell will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, advisory classes, positive behavior support and restorative justice practices. Following are the actions, services, and expenditures for the unduplicated pupils:

Low income pupils: 33.08%

Actions and services:

- MSA Bell will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements.
- MSA Bell will expand summer learning programs to prevent summer learning loss.
- MSA Bell will provide resources for increased outreach efforts to low income families including home visits and meetings.
- MSA Bell will provide targeted assistance to low-income students in career/college readiness activities and guidance.
- MSA Bell will provide STEAM related courses, clubs, field trips, competitions, and other activities to promote STEAM.

- MSA Bell will provide SEL support, which includes bullying prevention, etc.
- MSA Bell will provide/pilot programs such as Summit Basecamp/Blended Learning to meet the needs of all learners.

Anticipated expenditures: \$1,104,292

- Afterschool programs
- Summer learning programs
- Home visits
- Parent workshops
- Career/college readiness activities for low income pupils

Foster youth:

Actions and services:

- Foster youth will receive educational counseling.
- Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- · Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- MSA Bell will improve communication with foster guardians.

Anticipated expenditures: incorporated with the academic and support services of the school. Currently, MSA Bell has 1 student that is foster youth.

Academic Counseling

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- MSA Bell will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- MSA Bell will implement its English Learners Master Plan.
- EL students will receive in-class instructional support, which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- MSA Bell will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- MSA Bell will provide additional teaching sections of EL intervention courses.
- MSA Bell will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- MSA Bell will provide culturally and linguistically relevant materials for students.
- MSA Bell will provide ongoing parental support and workshops for bilingual parents at ELAC meetings.
- MSA Bell will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- MSA Bell will regularly review progress towards targets.
- MSA Bell will provide additional supports and interventions, as needed.

Anticipated expenditures: \$30,000 for Professional Development, ELD is covered through Title 1

- EL intervention courses
- Bilingual instructional assistants
- ELD/EL instructional materials

ELD Coordinator to support EL students and teachers with ELD implementation

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPs).

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

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

33.08 %

Charter School Proportionality Calculation:

Charter School's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. The Charter School addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

- (2) The total number of cohort members.
- (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy-San Diego Contact: Gokhan Serce, Principal, gserce@magnoliapublicschools.org, (619) 644-1300 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

The charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to the charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-San Diego ("MSA-SAN DIEGO" or "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, Local Governing Committee, Board of Directors meetings, Principal meetings, Dean meetings, and staff meetings. In addition, MSA-San Diego conducts surveys for parents, students, and teachers and MSA-San Diego staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-San Diego 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 LEP students and immigrants, and a WASC action plan for continual 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.

Impact on LCAP

All major groups have been informed of the LCAP work and given an opportunity to participate. MSA-San Diego LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP:

- Fully implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development
- Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement
- Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets
- Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups
- Develop college-preparedness
- Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in MSA-San Diego to maintain sense of safety and school connectedness

Annual Update:

MSA-San Diego held its periodical meetings in 2015-16 to gather input from is stakeholders. These include 8 PTF meetings, 3 SSC meetings, 4 local governing committee meetings and, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was 60%. MSA-San Diego staff made over 30 home visits during 2015-16 and sought feedback from the parents for school improvement.

Annual Update:

Based on input from all stakeholders and available data through surveys and student achievement/school data, MSA-San Diego has updated its LCAP. Some of the updates include:

- Purchasing of common-core aligned instructional materials
- Addition of school-level support positions, e.g., ELD support teacher, Title 1 teacher
- Improvements in English Learner services
- Increasing employee salaries and implementing performance pay
- Increasing college preparedness by Investing in effective technology to enhance instruction in the classroom
- Offering an annual STEM festival and a STEAM expo
- Other input includes improving school facilities, identification and support of immigrant students and foster youth, decreasing truancy and sustaining after school and Saturday programs.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL #1:	All students will pursue academic excellence and be high school/college/career ready.				Related State and/or L 1 2 3 4 8 COE only: 9 Local : Specify	_ 5 6 7 _ 10	
To increase or maintain the API scores to meet or excee To increase the percentage of ELs who make progress to To increase the percentage of ELs who are reclassified a Priority 8: To increase student proficiency in all courses		-aligned instructional m r cient or above in English d the API growth target oward English language	n Language Arts/Literacy and math on the CAASPP assessment s school-wide and for all student subgroups	: system			
Goal Applies to: Schools: All Applicable Pupil Subgroups: All							
		Applicable Fupil Gabgloups.	I CAP Y	ear: 2016-17			
Priority 1: 100% of MSA-San Diego's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of students will have sufficient access to standards-aligned instructional materials. At least 90% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: MSA-San Diego will provide 100% implementation of CCSS for all students. Priority 4: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 20: 2017. For all student 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) ass will increase by 5% from fall to spring. MSA-San Diego will meet or exceed the annual API growth targets for all student subgroups. The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 5% from the prior year. The percentage of EL students who are reclassified will increase by 5% from the prior year. Priority 8: At least 80% of all students enrolled in MSA-San Diego for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects a electives.				se by 5% from 2016 to rogress (MAP) assessment			
Actions/Services Priority 1: MSA-San Diego administration will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.		Scope of Service	Pupils to be served within identi	fied scope of service	Budgeted Expenditures		
		All	✓_ALL OR: _Low Income pupilsEnglish Learn Foster Youth Redesignated fluen		\$1, 593,366 1100 teacher salaries and 1300 administration salaries \$462,716		

			Other Subgroups:(Specify)	3100, 3200, 3300, 3400, 3500, 3600 employee benefits
•	Priority 1: MSA-San Diego will annually review master schedule/teacher assignments to ensure compliance.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
•	Priority 1: MSA-San Diego will annually review alignment of instructional materials to standards.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	4100 Approved Textbooks & Core Curricula Materials \$10,000
•	Priority 1: MSA-San Diego will annually keep an inventory of instructional materials and corresponding purchase of materials.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
•	Priority 1: MSA-San Diego will annually review budget and plan to ensure adequate budget for instructional materials.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
•	Priority 1: MSA-San Diego will do annual and monthly facility inspections to screen for safety hazards.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
•	Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) 	5615- Repairs and Maintenance - Building *35,000 4315 Custodial Supplies \$9,000

				Salary& Benefits \$40,000
•	Priority 2: MSA-San Diego will ensure curricula and assessments are aligned to the CCSS.	All	<pre></pre>	\$3,000 MAP testing fees
•	Priority 2: Teachers will participate in professional development on the implementation of CCSS.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	5863 Professional Development \$17,100
•	Priorities 2 & 4 & 8: MSA-San Diego will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$5,000 5200 Professional Development on EL strategies
•	Priorities 2 & 4 & 8: During the day, MSA-San Diego will provide additional supports and interventions to all students, including ELs.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) 	\$26,000 Power English and Power Math teacher salaries
•	Priorities 2 & 4 & 8: MSA-San Diego will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$8,000 After school and Saturday ELA and math tutoring
•	Priorities 2 & 4 & 8: MSA-San Diego 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.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$100,000 Dean of Academics salary & benefits \$21,000 Title I/Intervention teacher salary & benefits (Title I funds)
	Priority 4: MSA-San Diego will synthesize API and other state and federal accountability	All	<u> ✓ ALL</u>	(Title Frantis)

information into reports and regularly review progress towards targets.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: MSA-San Diego will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	English Learners Redesignated fluent English proficient	ALL OR:Low Income pupils✓_English LearnersFoster Youth✓_Redesignated fluent English proficient Other Subgroups:(Specify)	\$5,000 ELD core materials \$500 Focused PD on ELD standards

GOAL #2:	All students will become independent, innovative scholars.			Related State and/or L 1 2 3 4 5 COE only: 9 Local : Specify	6 7 <u></u> 8 <u></u> _	
Identified	Priority 7: To increase access to all possible courses and programs	5				
Goal Ap	Goal Applies to: Schools: All					
		LCAP Y	ear: 2016-17			
Expected Annual Measurable Outcomes: Priority 7: MSA-San Diego will provide 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-San Diego. At least 5% of all students enrolled in MSA-San Diego's grades 6-8 will be taking the "Advanced Math" class or club. Priority 8: At least 80% of all students enrolled in MSA-San Diego will create or demonstrate a STEAM focused project, experiment, model or demo. At least 80% of all students enrolled in MSA-San Diego's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency.						
	Actions/Services	Scope of Service	Pupils to be served within identif	ied scope of service	Budgeted Expenditures	
Priority 7: MSA-San Diego 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.		All		t English proficient		
	Diego will design its master schedule to meet the needs of its students to I academic content areas are available to all students, including student	All		t English proficient	\$100,000 Dean of Academics salary & benefits	
Priority 7 MSA-San	t: Diego will offer an "Advanced Math" class or club to students in grades 6-8.	All		t English proficient		
Priority 7	:	All	<u> </u>		San Diego STEAM Expo	

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

Page 15 of 49

	San Diego Festival of Science and Engineering
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	MPS STEAM Expo MSA-San Diego Science Derby 5814 School Programs - Academic
	Competitions \$5,000

GOAL All students, families, staff, and other stakeholders will feel a sense of community		ity and connectedness.		Related State and/or L 1 2 3 4 5 8		
#3:					COE only: 9_	
					Local : Specify	
Identified	d Need :	Priority 3: To increase parental involvement and seek parent input To promote parent participation 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 connectedne	-	or MSA-San Diego		
Cool An	plice to:	Schools: All				
Goal Applies to: Applicable Pupil Subgroups:						
	LCAP Year : 2016-17					
Meas	ed Annual surable comes:	Priority 3: MSA-San Diego will hold a minimum of 4 SSC meetin MSA-San Diego will hold a minimum of 4 Parent Tasl MSA-San Diego will hold a minimum of 5 parent acti Teachers will update SIS records daily/weekly. MSA-San Diego will send a minimum of 4 progress re At least 10% of MSA-San Diego's students will be hold priority 5: MSA-San Diego will maintain an ADA rate of at least MSA-San Diego will maintain a chronic absenteeism MSA-San Diego will maintain a middle school dropout Priority 6: MSA-San Diego will maintain a student suspension rate MSA-San Diego will maintain a student expulsion rate Student participation rate in the school experience sure Staff participation rate in the school experience sure Approval rating on school experience surveys of student surveys of student expulsion rate in the school experience surveys of student participation rate in the school experience surveys of student participation rate in the school experience surveys of student participation rate in the school experience surveys of students.	k Force (PTF) meetings posities/events per year. eports/cards to parents me-visited by the teachers. 95%. rate of no more than 19 that are of no more than 18 that of no more than 18 that event of no more than 18 that event of no more than 18 that event of no more than 19 that event will be at least 80 three will be at least 259 that event will be at least 250 that event will be at least 250 that event will be at least 250 that event will b	per year. ers. %. 1%		
Actions/Services			Scope of Service	Pupils to be served within identition	fied scope of service	Budgeted Expenditures
Priority 3 MSA-San meetings	Diego will have par	ents on its School Site Council (SSC) and hold periodic SSC	All	ALL OR:Low Income pupilsEnglish LearnFoster YouthRedesignated fluenOther Subgroups:(Specify)		Lxpenditules

•	Priority 3: MSA-San Diego will have a Parent Task Force (PTF) and hold periodic PTF meetings.	English Learners	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
•	Priority 3: MSA-San Diego will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	All		
•	Priority 3: MSA-San Diego will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	5887 Technology Services , School Information System
-	Priority 3: MSA-San Diego will communicate with the parents of academically low-achieving students.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
•	Priority 3: MSA-San Diego teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$4,200 Home-visit stipends
•	Priority 5: MSA-San Diego will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$90,000 Dean of Culture salary & benefits
	Priority 5: MSA-San Diego will inform parents and students of attendance policies specified in the	All	<u>✓ ALL</u>	\$35,000 Attendance clerk salary

	Student/Parent Handbook and encourage and support student attendance.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	& benefits
•	Priority 5: MSA-San Diego will offer credit recovery classes and provide support to ensure timely high school graduation.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$1000 Fuel Ed credit recovery course fees
	Priority 6: MSA-San Diego will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$90,000.00 Dean of Students salary & benefits
•	Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	All	 ✓ ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) 	\$5,000 Teacher PD on new observation online PD software
	Priority 6: MSA-San Diego staff will acknowledge and encourage positive student behavior and improvements.	All	✓ ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	Priority 6: MSA-San Diego will annually administer school experience surveys to students, parents, and staff.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify) 	\$3,000 Survey expenses

Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP: Original For each year of the charter, all Charter School teachers of the charter.	For each year of the charter, all Charter School teachers of core classes will be appropriately assigned and fully credentialed as required by law and the charter School teachers of core classes will be appropriately assigned and fully credentialed as required by law and the COE only: 9_				
Goal Applies to: Schools: Applicable Pupil Subgroups:	All				
Expected Annual Measurable Outcomes: 100% of Charter School's core class teachers will be appropriate as required by law and the charter.	riately assigned and fully credentialed	Actual Annual Measurable Outcomes:	100% of Charter School's core cla credentialed as required by law a	lass teachers will be appropriately a and the charter.	ssigned and fully
	LCAP Yea	r : 2015-16			
Planned Actions/Services			Actual Action	ons/Services	
	Budgeted Expenditures				Estimated_Actual Annual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support teachers' credentialing needs.	ort our 13,000.00 5800-BTSA expenses, EL authorization fees	All teacher credentials have their credentialing needs.	e been reviewed. Charter School ha	as supported 4 of its teachers for	\$13,000
Scope of service:		Scope of service:			
_✓_ALL		<u>√</u> ALL			
OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsFoster YouthRe Subgroups:(Specify)_	edesignated fluent English p	oroficientOther _	
Charter School will annually review master schedule/teacher assignments to ensure compliance.		Charter School is compliant	with its teacher assignments.		
Scope of service:		Scope of service:			
<u>✓</u> ALL		<u></u> ✓_ALL			
OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)		OR:Low Income pupilsFoster YouthRe Subgroups:(Specify)_	English Learners designated fluent English p	oroficientOther _	
What changes in actions, services, and expenditures will be made as a result of review past progress and/or changes to goals?	ing Goal, actions, and services w	rill be maintained. Expenditur	e amount will be adjusted based or	n how many teachers will have crec	lentialing needs.

Original GOAL from prior year LCAP:	For each year of the charter, every student will have sufficient access to standards-aligned instructional materials. 1 2 3 4 5 COE only: 9				5 6 7 8 10	
Goal Applies to	Schools: Schools: All Subgroups: All All Subgroups: All	ll .				
Expected Annual Measurable Outcomes:	100% of students will have sufficient access to standards-aligned inst	ructional materials.	Actual Annual Measurable Outcomes:	100% of students have suffici	ient access to standards-aligned instru	ctional materials.
		LCAP Yea	r: 2015-16			
	Planned Actions/Services			Actual Ac	tions/Services	
		Budgeted Expenditures				Estimated_Actual Annual Expenditures
,	review alignment of instructional materials to standards.	\$35,500 (Books and supplies, materials, etc)	Charter School has reviewe standards.	ed its current instructional mater	rials and they are aligned to	\$145,000
Scope of service:			Scope of service:			
OR:Low Income pupilsFoster YouthRec Subgroups:(Specify)	English Learners designated fluent English proficientOther 			English Learners edesignated fluent English	ı proficientOther	
Charter School will annually purchase of materials.	keep an inventory of instructional materials and corresponding		Charter School keeps an inv	ventory of instructional material	ls.	
Scope of service:			Scope of service:			
OR: Low Income pupils Foster Youth Rec Other Subgroups:(S	designated fluent English proficient	_	✓ ALL OR: _Low Income pupils _Foster Youth _Re Subgroups:(Specify)_	English Learners edesignated fluent English	n proficientOther	
Charter School will annually instructional materials.	review budget and plan to ensure adequate budget for		Charter School has used its	budget to ensure sufficient acco	ess to instructional materials.	
Scope of service:			Scope of service:			
_✓_ALL			<u>√</u> ALL			

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	order for next year to ensure	ill be maintained. Charter School has made a checklist of instructional materials to be used next year and made a purchase sufficient access to materials. Due to home office paying plan change school paid all text book payment in one year.

Original GOAL from prior year LCAP:	For each year of the charter, the school facilities will be maintained in good repair.				/or Local Priorities: _ 5 6 7 8 9 10
Goal Applies to	Schools: All Applicable Pupil Subgroups: All				
Expected Annual Measurable Outcomes:	At least 90% of the items on facility inspection checklists will be in co	mpliance/good standing.	Actual Annual Measurable Outcomes:	At least 90% of the items on facility inspection checklists are in	compliance/good standing.
		LCAP Yea	r: 2015-16		
	Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures			Estimated_Actual Annual Expenditures
	and monthly facility inspections to screen for safety hazards.		Charter School has done an	nual and monthly facility inspections to screen for safety hazards	
Scope of service:	_English Learners esignated fluent English proficientOther		Scope of service:	English Learners edesignated fluent English proficientOther	
Daily general cleaning by cust	todial staff will maintain campus cleanliness.	\$88,000 (Janitorial, Maintenance, custodian salary & benefits)	Charter School has maintain	ned its campus cleanliness through daily general cleaning.	\$55,000
Scope of service:	esignated fluent English proficient		Scope of service: ALL OR:Low Income pupilsFoster YouthRe Subgroups:(Specify)	English Learners designated fluent English proficientOther	
expenditures w	nges in actions, services, and vill be made as a result of reviewing ress and/or changes to goals?		•	ne custodian was not hired. Expenditure amount will be adjusted rs every day in addition to the full time custodian.	based on repair and cleaning

Original GOAL from prior year LCAP:	Charter School will fully implement state-adopted academic content and performance standards for all students, including subgroups.				Related State and/or 1 2_ COE only: 9 Local : Specify	5 6 7 8 10
Goal Applies to	Schools: All Applicable Pupil Subgroups: All					
Expected Annual Measurable Outcomes:	Charter School will provide 100% implementation of CCSS for all stud	ents.	Actual Annual Measurable Outcomes:	Charter School has provided	100% implementation of CCSS for all s	students.
		LCAP Yea	r: 2015-16			
	Planned Actions/Services			Actual Ac	ctions/Services	
		Budgeted Expenditures				Estimated_Actual Annual Expenditures
Charter School will ensure cur	ricula and assessments are aligned to the CCSS.	\$35,500 Study Island MAP testing fees McrawHill	Charter School provided cu	rricula and assessments that a	re aligned to the CCSS	\$160,000
Scope of service:			Scope of service:			
OR: _Low Income pupilsFoster Youth _ Rede Subgroups:(Specify)	_English Learners esignated fluent English proficientOther		✓ ALL OR: _Low Income pupils _Foster YouthRe Subgroups:(Specify)_	English Learners designated fluent Englis	h proficientOther	
Teachers will participate in pro	ofessional development on the implementation of CCSS.	\$10,000 Professional Development	Teachers participated in pro	ofessional development on the	implementation of CCSS.	\$10,000
Scope of service: _✓_ALL			Scope of service: ✓ ALL			
OR:Low Income pupils	esignated fluent English proficient		OR: Low Income pupils	designated fluent Englis	h proficientOther	
expenditures w	nges in actions, services, and ill be made as a result of reviewing ress and/or changes to goals?	i '			ofessional development to all of its tea chool year Expenditure amount will	

Original GOAL from prior year LCAP:	EL students will gain academic content knowledge through the imp	elementation of CCSS.			1 2 3	E only: 9_	6 7 10	
Goal Applies to	Schools: All Applicable Pupil Subgroups: En	glish Learners						
NA LI	The percentage of EL students performing proficient on the Reading/ nternal, common-core aligned Measures of Academic Progress (MAP 1.0% from MAP Fall 2015 to MAP Spring 2016.		Actual Annual Measurable Outcomes:	In Progress				
		LCAP Year	r: 2015-16					
	Planned Actions/Services			Actual Ac	tions/Servic	es		
		Budgeted Expenditures					Estimate Annual Exp	_
	CSS aligned ELA and math instruction using variety of instructional ention to all ELs and monitor student progress in ELA and math as	\$35,000.00 Power English and Power Math teacher salaries After school ELA and math tutoring	EL students have been prov	ided support and interventions	i.		\$35,000	
Scope of service:			Scope of service:					
ALL OR:Low Income pupilsFoster YouthRede Subgroups:(Specify)	✓_English Learners esignated fluent English proficientOther		ALL OR:Low Income pupilsFoster YouthRe Subgroups:(Specify)_	∕_English Learners designated fluent English	n proficientOthe	er		
expenditures w	nges in actions, services, and rill be made as a result of reviewing ress and/or changes to goals?	Reading/ELA and math section	ns of the MAP assessment an	ore specific, i.e., it will measure d on CELDT and/or ELPAC. Chai rovide EL support and interven	rter School has also re	vised its EL Maste	r Plan to bette	er serve the

Original GOAL from prior year LCAP: Continue of the implication of th	SOAL from EL students will gain English language proficiency through the implementation of CCSS. prior year				Local Priorities: 5 6 7 8 10
Goal Applies to: Schools: All Applicable Pupil Subgroups: En	glish Learners				
Expected Annual The percentage of EL students attaining English language proficiency and/or ELPAC will increase by 10% from the prior year. Outcomes:	as measured by the CELDT	Actual Annual Measurable Outcomes:	In Progress		
	LCAP Yea	r : 2015-16			
Planned Actions/Services			Actual Ac	tions/Services	
	Budgeted Expenditures				Estimated_Actual Annual Expenditures
Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	\$5000 ELD core materials \$1000 ELD supplemental materials Focused PD on ELs (Title III LEP funds)	EL students have been provi	ided support and interventions	s.	\$5,500
Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Scope of service: ALL OR:Low Income pupilsFoster YouthResubgroups:(Specify)		n proficientOther	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				e percentage of EL students performin enditure amount will be adjusted base	

prior year LCAP: Goal Applies to: Sch App	hool will provide opportunities for parent input in school 100ls: All Dlicable Pupil Subgroups: All All onts will serve on the Local Governance Committee (LGC)		Actual		Related State and/or 1 2 3_ COE only: 9 Local : Specify	5 6 7 8 10
Annual • Charter	r School will hold a minimum of 4 LGC meetings per year r School will hold a minimum of 4 Parent Task Force (PTF		Annual Measurable Outcomes:	 Charter School 	has 2 parents serving on the Local Governanc has held 2 LGC meetings and will hold 2 more has held 9 Parent Task Force (PTF) meetings t	meetings
		LCAP Yea	r: 2015-16			
Р	Planned Actions/Services			Actua	al Actions/Services	
		Budgeted Expenditures				Estimated_Actual Annual Expenditures
Charter School will have parents on its Loc LGC meetings.	cal Governance Committee (LGC) and hold periodic	indirect cost of \$500	Charter School has 2 parents	s serving on the Local G	Governance Committee (LGC	\$500
Scope of service:			Scope of service:			
ALL OR:			_✓_ALL OR:			
Low Income pupilsEnglish L Foster YouthRedesignated Subgroups:(Specify)	_earners fluent English proficientOther 		Low Income pupils	English Learner designated fluent E	rs English proficientOther 	
Charter School will have a Parent Task For	ce (PTF) and hold periodic PTF meetings.	\$500 Communication and office materials	Charter School has held 9 PT	TF meetings this year.		\$1,000
Scope of service:			Scope of service:			
ALL			_ ✓ _ALL			
OR:Low Income pupilsEnglish LFoster YouthRedesignatedOther Subgroups:(Specify)	fluent English proficient		OR:Low Income pupilsFoster YouthRec Subgroups:(Specify)	designated fluent E	English proficientOther	
expenditures will be m	n actions, services, and nade as a result of reviewing nd/or changes to goals?	Goal, actions, and services w	ill be maintained. Charter Scho	ool will continue to pro	vide opportunities for parent input in school s	ite decisions.

Original GOAL from prior year LCAP:	from year Charter School will provide opportunities for parent involvement. 1 2 3_ COE				Related State and/or 1 2 3_✓ 4 5 COE only: 9 Local : Specify	5 6 7 8 10
Goal Applies to	Schools: All Applicable Pupil Subgroups: All					
Expected Annual Measurable Outcomes:	readiners in aparate econors records daily, meenly.	s to parents per year.	Actual Annual Measurable Outcomes:	Teachers have updatedCharter School has sen	d more than 5 parent activities/events I CoolSIS records daily/weekly. t at least 6 progress reports/cards to ps s students were home-visited by the t	parents this year.
		LCAP Yea	r : 2015-16			
	Planned Actions/Services			Actual Ac	tions/Services	
		Budgeted Expenditures				Estimated_Actual Annual Expenditures
Charter School will host parer School Night, and parent conf	nt activities/events, including Student/Parent Orientation, Back to irences.	\$500 Communication and office materials		re than 5 parent activities/ever , Back to School Night, and par		\$2000
Scope of service:			Scope of service:			
<u></u> ✓_ALL			_✓_ALL			
OR:Low Income pupilsFoster YouthRed Subgroups:(Specify)	_English Learners esignated fluent English proficientOther 		OR:Low Income pupilsFoster YouthRe Subgroups:(Specify)_	English Learners designated fluent English	•	
	rents with access to course material, homework assignments, ents' grades through CoolSIS, an online web portal.	\$19.200 5800-CoolSIS fees	Teachers have updated Coc	olSIS records daily/weekly.		\$19.200
Scope of service:			Scope of service:			
<u>√</u> ALL			_✓_ALL			
OR:Low Income pupilsFoster YouthRedOther Subgroups:(Sp	_English Learners esignated fluent English proficient ecify)		OR:Low Income pupilsFoster YouthRe Subgroups:(Specify)_	English Learners designated fluent English	n proficientOther 	
Charter School will communic	ate with the parents of academically low-achieving students.	\$500 Postage and voice message services	·		s this year and communicated with g them for parent conferences.	\$500
Scope of service:			Scope of service:			
_✓_ALL			_✓_ALL			

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$3,000 Home-visit stipends	10% of Charter School's students were home-visited by the teachers this year.	\$2000
Scope of service:	_	Scope of service:	
<u></u>		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		vill be maintained. Charter School will continue to provide opportunities for parent involvement. Ex ees and number of home visits.	penditure amount will be

Original GOAL from prior year LCAP:	Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. Related State and/or L 1 2 3 4✓_ 5 COE only: 9 Local : Specify				
Goal Applies to:	Schools: Applicable Pupil Subgroups: All				
Expected Annual Measurable Outcomes:	All student subgroups will meet or exceed proficiency targets in Arts/Literacy and math on the CAASPP assessment system. (Sp data becomes available.) For all student subgroups, the percentage of students perform Reading/ELA and math sections of our internal, common-core academic Progress (MAP) assessment will increase by 5% from	ecific targets will be set as ing proficient on the aligned Measures of I Fall 2015 to Spring 2016.	Actual Annual Measurable Outcomes:	CAASPP student performance data is not available at this time.	
		LCAP Yea	r: 2015-16		
	Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures			Estimated_Actual Annual Expenditures
Charter School will synthesize into reports and regularly reviews	CAASPP and MAP student achievement and growth information ew progress towards targets.	\$8,000 Data Analysis/ Professional Development	Charter School has used CA progress towards targets.	NASP and NWEA MAP test data for monitoring student growth and	\$20,000
Scope of service:			Scope of service:		
ALL			_✓_ALL		-
OR:Low Income pupilsFoster YouthRede Subgroups:(Specify)	_English Learners esignated fluent English proficientOther 		OR:Low Income pupilsFoster YouthRe Subgroups:(Specify)_	English Learners edesignated fluent English proficientOther	
	SS aligned ELA and math instruction, support and intervention to ent progress in ELA and math as measured by the CAASPP and	\$35,000.00 Power English and Power Math teacher salaries After school ELA and math tutoring		ed targeted support and interventions to all students based on est data and teacher classroom assessments.	\$40,000
Scope of service:			Scope of service:		
<u></u> ✓_ALL			<u></u> ✓_ALL		
OR:Low Income pupilsFoster YouthRedeOther Subgroups:(Spe	esignated fluent English proficient		Foster Youth Re	English Learners edesignated fluent English proficientOther 	
expenditures w	nges in actions, services, and ill be made as a result of reviewing ess and/or changes to goals?		continue to provide support a	nool will continue to use the MAP test and CAASPP to set targets for and intervention to all students. Expenditure amount will be adjusted	

				•	
Original GOAL from prior year LCAP:	Charter School will meet or exceed the annual API growth targets f	or all student subgroups.		Related State and/o 1 2 3 4_ <u>√</u> COE only: 9 Local : Specify	5 6 7 8 9 10
Goal Applies to	Schools: Applicable Pupil Subgroups: All				
Cynosted	Aprileable Fapir Gabgleape.		A otu ol		
Expected Annual			Actual Annual		
	Charter School will meet or exceed the annual API growth targets for Specific targets will be set as data becomes available.)	all student subgroups.	Measurable	API data is not available at this time but based on SBAC results MS and district average and scored highest in its neighborhood in all a	•
Outcomes:			Outcomes:	and the state of t	
_		LCAP Yea	r : 2015-16		
	Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures			Estimated_Actual Annual Expenditures
Charter School will synthesize progress towards targets.	API and AYP information into reports and regularly review	\$8,000 Data Analysis/ Professional Development		ut MSa-San Diego met all AYP goals. MSA-San Diego used CAASPP for monitoring student growth and progress towards targets.	\$20,000
Scope of service:			Scope of service:		
_✓_ALL			_✓_ALL OR:		
OR:	_English Learners esignated fluent English proficientOther		Low Income pupils	English Learners	
Subgroups:(Specify)	esignated liuent English prolicientOther		Subgroups:(Specify)_	edesignated fluent English proficientOther 	
expenditures w	nges in actions, services, and rill be made as a result of reviewing ress and/or changes to goals?			ata is not available, Charter School will continue to use the Individua t. Charter School will continue to provide support and intervention t	

Original GOAL from prior year LCAP:	EL students will advance at least one overall performance level on the CELDT and/or ELPAC each year. L				Related State and/or 1 2 3 4✓ 5 COE only: 9 Local : Specify	5 6 7 8 10
Goal Applies to	Schools: All Applicable Pupil Subgroups: En	glish Learners				
	The percentage of EL students making annual progress in learning En CELDT and/or ELPAC will increase by 5% from the prior year.	glish as measured by the	Actual Annual Measurable Outcomes:	In Progress		
		LCAP Yea	r : 2015-16			
	Planned Actions/Services			Actual Ac	tions/Services	
		Budgeted Expenditures				Estimated_Actual Annual Expenditures
· ·	.s by proficiency level, provide ELD instruction aligned to the new nt progress in program implementation.	\$5000 ELD core materials \$1000 ELD supplemental materials Focused PD on ELs (Title III LEP funds)			ided ELD instruction aligned to the n implementation according to its	\$5,500
Scope of service:			Scope of service:			
ALL OR:Low Income pupilsFoster YouthRede Subgroups:(Specify)	✓_English Learners esignated fluent English proficientOther		Foster YouthRe	English Learners designated fluent English	n proficientOther 	
expenditures w	nges in actions, services, and rill be made as a result of reviewing ress and/or changes to goals?	! ' '	. Charter School will impleme		Plan and a revised EL Master Plan tha plans. Charter School will continue to	

Original GOAL from prior year LCAP:	EL students will be reclassified as fluent English proficient (FEP) an	nually.			Related Sta 1 2 3 COE Local : Specify	_ 4 <u>_√_</u> 5_ E only: 9_	6 _ 10	7 8
Goal Applies to	Schools: Applicable Pupil Subgroups: And End	glish Learners						
Expected Annual Measurable Outcomes:	The percentage of EL students who are reclassified will increase by 55	% from the prior year.	Actual Annual Measurable Outcomes:	In progress				
		LCAP Yea	r : 2015-16					
	Planned Actions/Services			Actual Ac	tions/Service	es		
		Budgeted Expenditures						ted_Actual xpenditures
•	s by proficiency level, provide ELD instruction aligned to the new nt progress in program implementation.	\$5000 ELD core materials \$1000 ELD supplemental materials Focused PD on ELS (Title III LEP funds)	new standards, and monito	ed ELs by proficiency level, provi red student progress in prograr as FEP according to its EL Mast	n implementation. Char		\$5,500	
Scope of service:			Scope of service:					
ALL OR:Low Income pupilsFoster YouthRedo Subgroups:(Specify)	esignated fluent English proficient Other		ALL OR:Low Income pupilsFoster YouthRe Subgroups:(Specify)_	English Learners designated fluent English	ı proficientOther			
expenditures w	nges in actions, services, and rill be made as a result of reviewing ress and/or changes to goals?		. Charter School will impleme	ool has a Title III Improvement ent all actions outlined in these				

Original GOAL from prior year LCAP:	Students will have awareness about colleges and careers.				Related State and/or 1 2 3 4✓ 5 COE only: 9 Local : Specify	5 6 7 8 10
Goal Applies to	Schools: All Applicable Pupil Subgroups: All					
Expected Annual Measurable Outcomes:	Charter School will organize an annual College & Career Week.		Actual Annual Measurable Outcomes:	MSA-San Diego organized a C	College Career week .	
		LCAP Yea	r : 2015-16			
	Planned Actions/Services			Actual Ac	tions/Services	
		Budgeted Expenditures				Estimated_Actual Annual Expenditures
Charter School will organize a	College & Career Week.	Materials \$200	MSA-San Diego organized a	a College Career week .		\$400
Scope of service:			Scope of service:			
<u> </u>			_ ✓ _ALL			
OR:Low Income pupilsFoster YouthRed Subgroups:(Specify)	_English Learners esignated fluent English proficientOther		OR:Low Income pupilsFoster YouthRe Subgroups:(Specify)_	English Learners edesignated fluent English	n proficientOther 	
expenditures w	nges in actions, services, and vill be made as a result of reviewing ress and/or changes to goals?	MSA-San Diego will continue	to promote College educatio	n by providing College & Caree	r week activities.	

Original GOAL from prior year LCAP: Charter School will maintain a high student attendance rate.				Related State and/or 1 2 3 4 5_ COE only: 9 Local : Specify	<u>√</u> 6 7 8 10
Goal Applies to: Schools: All Applicable Pupil Subgroups: A	.II				
Expected Annual Measurable Outcomes: Charter School will maintain an ADA rate of at least 96.5%.		Actual Annual Measurable Outcomes:	Charter School has maintaine	d an ADA rate of 96.2% this year.	
	LCAP Yea	r : 2015-16			
Planned Actions/Services			Actual Ac	tions/Services	
	Budgeted Expenditures				Estimated_Actual Annual Expenditures
Charter School will provide a safe environment that cultivates respect for self and others.	\$100,000.00 Dean of Culture salary & benefits GRFL teacher salary & benefits	-	afe environment that cultivates s provide guidance and directio	respect for self and others. School ons for safety and respect.	\$80,000
Scope of service:		Scope of service:			
<u>✓</u> ALL		<u>√</u> ALL			
OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsFoster YouthRe Subgroups:(Specify)_	English Learners designated fluent English	n proficientOther	
Charter School will encourage and support student attendance.	\$30,000.00 Attendance clerk salary & benefits	Charter School staff, includi and supported student atte		nd teachers, have all encouraged	\$30,000
Scope of service:		Scope of service:			
ALL		_ <u>√_</u> ALL			
OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)		OR:Low Income pupilsFoster YouthRe Subgroups:(Specify)_	designated fluent English	n proficientOther 	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services w	ill be maintained. Charter Sch	ool will continue to provide a sa	afe environment and encourage and s	support student attendance.

Original GOAL from prior year LCAP:	GOAL from prior year Charter School will maintain a chronic absenteeism rate of no more than 1%.				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify	
Goal Applies to	Schools: All Applicable Pupil Subgroups: All					
Expected Annual Measurable Outcomes:	Charter School will maintain a chronic absenteeism rate of no more th	nan 1%.	Actual Annual Measurable Outcomes:	In Progress		
		LCAP Yea	r : 2015-16			
	Planned Actions/Services			Actual Ac	ctions/Services	
		Budgeted Expenditures				Estimated_Actual Annual Expenditures
Charter School will provide a rand families, including those o	nurturing and engaging learning environment for all its students of all the subgroups enrolled.	\$100,000.00 Dean of Culture salary & benefits GRFL teacher salary & benefits	Charter School provides a nurturing and engaging learning environment. School administration and teachers engage students in learning.			\$80,000
Scope of service:			Scope of service:			
_✓_ALL			_✓_ALL	·		
OR:Low Income pupilsFoster YouthRede Subgroups:(Specify)	_English Learners esignated fluent English proficientOther		OR:Low Income pupilsFoster YouthR Subgroups:(Specify)	English Learners edesignated fluent Englisl	n proficientOther 	
•	ents and students of attendance policies specified in the dencourage and support student attendance.	\$30,000.00 Attendance clerk salary & benefits		ed parents and students of atter and encouraged and supported		\$30,000
Scope of service:			Scope of service:			
<u> </u>			<u> </u>			
OR:Low Income pupilsFoster YouthRedeOther Subgroups:(Sp	esignated fluent English proficient		OR:Low Income pupilsFoster YouthR Subgroups:(Specify)	English Learners edesignated fluent Englisl	n proficientOther	
expenditures w	nges in actions, services, and ill be made as a result of reviewing ress and/or changes to goals?	Goal, actions, and services w support student attendance.	ill be maintained. Charter Sc	hool will continue to provide a r	nurturing and engaging learning enviro	onment and encourage and

Original GOAL from prior year LCAP:	Charter School will maintain a low middle school dropout rate.			Related State and/ 1 2 3 4 9 COE only: Local : Specify	5 <u> </u>
Goal Applies to	Schools: Applicable Pupil Subgroups: All				
Expected Annual Measurable Outcomes:	Charter School will maintain a middle school dropout rate of no more	e than 1%.	Actual Annual Measurable Outcomes:	Charter School has maintained a middle school dropout rate of	0% this year.
		LCAP Yea	r : 2015-16		
	Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures			Estimated_Actual Annual Expenditures
and families, including those o	nurturing and engaging learning environment for all its students of all the subgroups enrolled.	\$180,000.00 Dean of Culture/Dean of Students salary & benefits GRFL teacher salary & benefits		nurturing and engaging learning environment. School s engage students in learning.	\$160,000
Scope of service:			Scope of service:		
<u>√</u> ALL			_✓_ALL		
OR:Low Income pupilsFoster YouthRede Subgroups:(Specify)	esignated fluent English proficientOther		OR: Low Income pupils	English Learners edesignated fluent English proficientOther	
Charter School will reduce dro school environment.	opout rates by providing academic and social support in a small	\$85,000.00 Dean of Academics salary & benefits	Charter School provides aca	ademic and social support in a small school environment.	\$85,000.00
Scope of service:			Scope of service:		
<u>√</u> ALL			_✓_ALL		
OR:Low Income pupilsFoster YouthRedeOther Subgroups:(Sp	esignated fluent English proficient		OR:Low Income pupilsFoster YouthRe	English Learners edesignated fluent English proficientOther 	
expenditures w	nges in actions, services, and vill be made as a result of reviewing ress and/or changes to goals?	Goal, actions, and services w support student attendance.	ill be maintained. Charter Sch	nool will continue to provide a nurturing and engaging learning env	vironment and encourage and

Original GOAL from prior year LCAP:	Charter School will maintain a low student suspension rate.			Related State and/o 1 2 3 4 5 COE only: 9 Local : Specify	6 <u>√</u> 7_8_ 910
Goal Applies to	Schools: Applicable Pupil Subgroups: A	.II			
Expected Annual Measurable Outcomes:	Charter School will maintain a student suspension rate of no more t	han 5%.	Actual Annual Measurable Outcomes:	MSA-San Diego has less than 1% suspension rate.	
		LCAP Yea	r : 2015-16		
	Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated_Actual Annual Expenditures	
Charter School will annually a implement alternatives to sus	ssess its suspension policies and procedures and document and pension.	\$120,000.00 Dean of Students salary & benefits GRFL teacher salary & benefits	Charter School implements	s a progressive discipline plan with alternatives to suspension.	\$80,000
Scope of service:			Scope of service:		
_✓_ALL			_✓_ALL		
OR:Low Income pupilsFoster YouthRede Subgroups:(Specify)	_English Learners esignated fluent English proficientOther	-	OR:Low Income pupilsFoster YouthRe Subgroups:(Specify)_	English Learners edesignated fluent English proficientOther	
	om management procedures, foster positive relationships, and trust, respect, and high expectations.		All Charter School teachers atmosphere of trust, respe	s have established classroom management procedures to create an	
Scope of service:	and the second s		Scope of service:		
_✓_ALL	•		_✓_ALL		
OR: _Low Income pupilsFoster Youth _Rede _Other Subgroups:(Sp	_English Learners esignated fluent English proficient ecify)		OR:Low Income pupilsFoster YouthRe Subgroups:(Specify)_	English Learners edesignated fluent English proficientOther 	
Charter School staff will acknown improvements.	owledge and encourage positive student behavior and			s a schoolwide positive behavior support plan. Positive behavior knowledged and encouraged by the Charter School staff.	

Scope of service:		Scope of service:
<u></u> ✓_ALL		<u>✓</u> ALL
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services w behavior and improvements	vill be maintained. Charter School will continue to assess its suspension policies and procedures and encourage positive student .

Original GOAL from prior year LCAP: Goal Applies to	Charter School will maintain a low student expulsion rate. Schools: All				Related State and/or 2 3 4 5_ COE only: 9 ocal : Specify	6 <u></u> 7 8 10
	Applicable Pupil Subgroups:					
Expected Annual Measurable Outcomes:	charter School will maintain a student expulsion rate of no more than	n 1%.	Actual Annual Measurable Outcomes:	Charter School has maintained a s	student expulsion rate of 0% this	year.
		LCAP Yea	r : 2015-16			
	Planned Actions/Services			Actual Actio	ns/Services	
		Budgeted Expenditures				Estimated_Actual Annual Expenditures
Charter School will annually a implement alternatives to exp	ssess its expulsion policies and procedures and document and oulsion.	\$120,000.00 Dean of Students salary & benefits GRFL teacher salary & benefits	Charter School implements	a progressive discipline plan with a	Iternatives to expulsion.	\$80,000
Scope of service:			Scope of service:			
✓_ALL OR:Low Income pupilsFoster YouthRede Subgroups:(Specify)	_English Learners esignated fluent English proficientOther		Subgroups:(Specify)_	edesignated fluent English pro	•	
	om management procedures, foster positive relationships, and trust, respect, and high expectations.		All Charter School teachers atmosphere of trust, respe-	have established classroom manage ct, and high expectations.	ement procedures to create an	
Scope of service:			Scope of service:			
✓_ALL OR:Low Income pupilsFoster YouthRedeOther Subgroups:(Sp	esignated fluent English proficient		Foster Youth Re	English Learners designated fluent English pro	oficientOther	

Charter School staff will acknowledge and encourage positive student behavior and		\$19,200.00 CoolSIS fees (behavior module)	Charter School implements a schoolwide positive behavior support plan. Positive behavior and improvements are acknowledged and encouraged by the Charter School staff.	\$19,200
Scope of service:			Scope of service:	
_✓_ALL			<u>✓</u> ALL	
OR:Low Income pupilsEFoster YouthRedesiOther Subgroups:(Speci	gnated fluent English proficient		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
expenditures will	ges in actions, services, and be made as a result of reviewing ss and/or changes to goals?	Goal, actions, and services w behavior and improvements	vill be maintained. Charter School will continue to assess its expulsion policies and procedures and .	encourage positive student

Original GOAL from prior year LCAP:	Students, parents, and teachers will feel a sense of community an	d connectedness.			Related State and/or 1 2 3 4 5 COE only: 9 Local : Specify	6 <u></u> 7 8 10
Goal Applies to	Schools: Applicable Pupil Subgroups: All	ı				
Expected : Annual : Measurable : Outcomes:	rarent participation rate in the sensor satisfaction salvey will	pe at least 25%. I be at least 90%. ents, and teachers on the	Actual Annual Measurable Outcomes:	Parent participation raTeacher participation rApproval rating on sch	ate in the school satisfaction survey is te in the school satisfaction survey is 6 ate in the school satisfaction survey is ool satisfaction surveys of students, pa nool connectedness will be at least 859	50%. s 94%. arents, and teachers on the
		LCAP Yea	r : 2015-16			
	Planned Actions/Services			Actual Ac	tions/Services	
		Budgeted Expenditures				Estimated_Actual Annual Expenditures
Charter School will annually a teachers.	dminister school satisfaction surveys to students, parents, and	\$3,000.00 Survey expenses	Charter School has administeachers.	stered school satisfaction surve	s to students, parents, and	\$3,000.00
Scope of service:			Scope of service:			
<u></u> ✓_ALL			<u>√</u> ALL			
OR:Low Income pupilsFoster YouthRed Subgroups:(Specify)	_English Learners esignated fluent English proficientOther 		Foster YouthRe	English Learners edesignated fluent Englisl		
expenditures w	nges in actions, services, and rill be made as a result of reviewing ress and/or changes to goals?				school satisfaction surveys to student for increased participation in the sur	

Original GOAL from prior year LCAP: Students, including all student subgroups and students with except program as outlined in its charter petition.	cional needs, will have access to	o and enroll in Charter School's	s academic and educational	Related State and/or 1 2 3 4 5 COE only: 9 Local : Specify	6 7 <u>_ √</u> _ 8 10
Goal Applies to: Schools: All Applicable Pupil Subgroups: All					
Expected Annual Measurable Outcomes: Charter School will provide 100% of the programs and services of petition, certain programs and services being dependent on students will have sufficient access to all academic and provided by the Charter School.	ident need and interest.	Actual Annual Measurable Outcomes:	petition, certain progra	vided 100% of the programs and servi ims and services being dependent on had sufficient access to all academic a r School.	student need and interest.
	LCAP Yea	r : 2015-16			
Planned Actions/Services			Actual Ac	tions/Services	
	Budgeted Expenditures		7 10 10 00 7 10		Estimated_Actual Annual 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 has provided charter petition.	students with core courses an	d electives as outlined in its	
Scope of service:		Scope of service:			
<u>✓</u> ALL		<u></u> ✓_ALL			
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsFoster YouthRed Subgroups:(Specify)	English Learners designated fluent English	n proficientOther 	
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 subgroups.	\$85,000.00 Dean of Academics salary & benefits	Charter School has designed	l its master schedule to meet th	he needs of all students.	\$85,000.00
Scope of service:		Scope of service:			
<u>√</u> ALL		_✓_ALL			
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsFoster YouthRed Subgroups:(Specify)	English Learners designated fluent English	n proficientOther 	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services w provide 100% access to all st		pol will continue to provide cor	e courses and electives as outlined in	its charter petition and

Original GOAL from prior year LCAP:	Students will attain proficiency in core subjects (English, mathematics, social sciences, and science) and electives provided by the Charter School.				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8_ COE only: 9 10 Local : Specify	
Goal Applies to:	Schools: Applicable Pupil Subgroups: All					
Expected Annual Measurable Outcomes:	At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives. At least 80% of all students enrolled in the Charter School will create or demonstrate a STEM focused project, experiment, model or demo.		Actual Annual Measurable Outcomes:	English: In Progress Mathematics: In Progress Social sciences: In Progress Science: In Progress Electives: In Progress		
LCAP Year : 2015-16						
Planned Actions/Services			Actual Actions/Services			
		Budgeted Expenditures				Estimated_Actual Annual Expenditures
Charter School will regularly review student performance progress towards targets, including course grades, state assessment and internal assessment scores, and other benchmarks in each subject area.		\$120,000.00 Dean of Academics salary & benefits Data Interventionist salary & benefits	Charter School has regularly reviewed student performance progress towards targets, including course grades, state assessment and internal assessment scores, and other benchmarks in each subject area.		\$105,000	
Scope of service: ✓ ALL			Scope of service: ALL			
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		h proficientOther	
Charter School will provide additional supports and interventions as needed, including afterschool and Saturday tutoring.		\$35,000.00 Power English and Power Math teacher salaries After school and Saturday tutoring	Charter School has provided additional supports and interventions as needed, including afterschool and Saturday tutoring.		\$35,000.00	
Scope of service:			Scope of service:			
<u>_</u> ✓_ALL			<u>√</u> ALL			
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		h proficientOther 	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained. Charter School will continue to regularly review student performance towards targets and provide additional supports and interventions. Charter School will also set specific measurable outcomes in STEM areas.				

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:

\$138,688.00

MSA-San Diego's identified amount of funds in the LCAP year is approximately \$138.688.00. These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students.

MSA-San Diego will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. MSA-San Diego also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, Get Ready for Life classes, positive behavior support and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils:

Low income pupils:

Actions and services:

- MSA-San Diego will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements.
- MSA-San Diego will expand summer learning programs to prevent summer learning loss.
- MSA-San Diego will provide resources for increased outreach efforts to low income families including home visits and meetings.
- MSA-San Diego will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources.
- MSA-San Diego will provide targeted assistance to low income students in career/college readiness activities and guidance.
- MSA-San Diego will provide STEAM related courses, clubs, field trips, competitions, and other activities to promote STEAM.
- MSA-San Diego will provide bullying prevention training.
- MSA-San Diego will provide/pilot programs such as Second Step and Why Try to provide explicit social/emotional instruction.

Anticipated expenditures: \$120,000

- Afterschool/Saturday programs
- Intervention programs
- Summer learning programs
- Home visits
- Parent trainings

Career/college readiness activities for low income pupils

Foster youth:

Actions and services:

- Foster youth will receive educational counseling.
- · Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- MSA-San Diego will improve communication with foster guardians.

Anticipated expenditures: \$5,000.00

Guidance/PSA counselor

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- MSA-San Diego will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- MSA-San Diego will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- MSA-San Diego will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- MSA-San Diego will provide additional teaching sections of EL intervention courses.
- MSA-San Diego will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- MSA-San Diego will provide culturally and linguistically relevant materials for students.
- Charter Scholl will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- MSA-San Diego will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- MSA-San Diego will regularly review progress towards targets.
- MSA-San Diego will provide additional supports and interventions, as needed.

Anticipated expenditures: \$25,000

- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPs).

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

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

4.1 %

MSA-San Diego Proportionality Calculation:

MSA-San Diego's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. MSA-San Diego addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at MSA-San Diego will be focus students and MSA-San Diego will continue to maintain and improve its services to unduplicated students. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. MSA-San Diego recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, MSA-San Diego will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of MSA-San Diego Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

- (2) The total number of cohort members.
- (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy-Santa Ana lbschlottman@magnoliapublicschools.org, (714) 557-7004

Contact (Name, Title, Email, Phone Number): <u>Laura Schlottman, Principal,</u> LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy Santa Ana ("MSA SA" or "Charter School") 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 Teacher Student Community (PTSC) meetings, School Site Council (SSC) meetings, Coffee

with the Principal meetings, Board of Directors meetings, Principal meetings, Admin Team meetings, and Staff Meetings. In addition, the Charter School conducts surveys for parents, students, and teachers 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 LEP students and immigrants, and a WASC action plan for continual 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.

Annual Update:

The Charter School held its periodical meetings in 2015-16 to gather input from is stakeholders. These include 9 PTF meetings, 5 SSC meetings, at least 5 parent activities/events including McTeacher Night, Chipotle Family night, Open Houses, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was 99%. The Charter School staff made 40 home visits during 2015-16 and sought feedback from the parents for school improvement.

Impact on LCAP

All major groups have been informed of the LCAP work and given an opportunity to participate. The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP:

- Fully implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development
- Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement
- Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets
- Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups
- Develop college-preparedness
- Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in the Charter School to maintain sense of safety and school connectedness

Annual Update:

Based on input from all stakeholders and available data through surveys and student achievement/school data, the Charter School has updated its LCAP. Some of the updates include:

- Purchasing of common-core aligned instructional materials
- Addition of school-level support positions, e.g., Dean of Academics
- Improvements in English Learner services
- Adding Saturday School support
- Increasing employee salaries and implementing performance pay
- Increasing college preparedness by offering "Advisory" classes, a college planning and career exploration program for students, offering special programs to prepare students for the SAT/ACT tests, and encouraging students to take AP courses and participate in the EAP
- Investing in effective technology to enhance instruction in the classroom
- Offering an annual STEM festival and a STEM expo
- Other input includes improving school facilities, identification and support of immigrant students and foster youth, decreasing truancy and sustaining after school and Saturday programs.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 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 Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific 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?

GOAL #1:	All students will pursue academic college/career ready.	excellence and be	Related State and/or Local Priorities: 1 2 3 4 5 6 7 COE only: 9 1 ocal: Specify					
	Local : Specify							
Identifie	Priority 1: To ensure teachers are appropriately assigned and fully credentialed To ensure every pupil has sufficient access to standards-aligned instructional materials To ensure school facilities are maintained in good repair Priority 2: To implement Common Core State Standards Priority 4: To increase the percentage of students who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system To increase the percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program To increase the percentage of ELs who make progress toward English language proficiency To increase the percentage of ELs who are reclassified as FEP To increase the percentage of students who take and pass AP exams To increase the percentage of students who are on track to be college/career ready Priority 8: To increase student proficiency in all courses							
0 1 4	, Schools: All							
Goal Ap	plies to: Applicable Pupil Subgroups: All							
		.CAP Year 1: 2016-17						
Meas	Priority 1: 1.00% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 1.00% of Students will have sufficient access to standards-aligned instructional materials. 1.10% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: 1.10% of the items on facility inspection checklists will be in compliance/good standing. Priority 4: 1.10% of the items on facility inspection checklists will be in compliance/good standing. Priority 4: 1.10% of the items on facility inspection checklists will be in compliance/good standing. Priority 4: 1.10% of the items on facility inspection checklists will be in compliance/good standing. Priority 4: 1.10% of the items on facility inspection checklists will be in compliance/good standing. Priority 4: 1.10% of the items on facility inspection checklists will be in compliance/good standing. Priority 4: 1.10% of the items on facility inspection checklists will be in compliance/good standing. Priority 4: 1.10% of the items on facility inspection checklists will be in compliance/good standing. Priority 4: 1.10% of students will provide 100% implementation of CCSS for all students. 1.10% of the items on facility inspection of the CAASPP assessment system. (Specific targets will be set as data becomes available.) 1.10% of Charter School will provide 100% implementation of CCSS for all students. 1.10% of Charter School will provide 100% implementation of CCSS for all students will increase by 5% from the EAASPP assessment system. (Specific targets will be set as data becomes available.) 1.10% of Charter School will provide 100% implementation of CCSS for all students will be set as data becomes available.) 1.10% of Charter School will provide 100% implementation of CCSS for all students will be set as data becomes available.) 1.10% of Charter School will provide 100% implementation of CCSS for all students will be set as data becomes available.) 1.10% of Charter							
	Actions/Services Sc	ope of Pupils to be served	within identified scope of service Budgeted					

	Service		Expenditures
 Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. 	All		\$10,000 5800-BTSA expenses, EL authorization fees
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.	All		
Priority 1: Charter School will annually review alignment of instructional materials to standards.	All		
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	All	✓ ALLOR:_Low Income pupilsEnglish Learners_Foster YouthRedesignated fluent English	\$200,000 4100-4200-4300-4400 (Books and Supplies, Materials, etc.) -Achieve 3000

		proficientOther Subgroups:(Specify)	-ALEKS -Brain PoP -vocabulary.com -history alive! -RL STAR Reading -Turnitin.com
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$35,000 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
 Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS. 	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$15,000.00 MAP testing fees RL STAR Testing AR Program Illuminate (data and assessment components)
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	All	✓ ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$25,000.00 5800 Professional Development on CCSS
Priorities 2 & 4 & 8:	All	✓ ALL	\$10,000

Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	5800 Professional Development on EL strategies
Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	All		Power English and Power Math teacher salaries, Title I Coordinator, TAs, (Title I funds)
Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$40,000.00 After school and Saturday ELA and math tutoring (Title I funds)
Priorities 2 & 4 & 8: 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.	All	✓ ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$80,000.00 Dean of Academics salary & benefits
Priority 4: Charter School will synthesize state and federal accountability information into reports and regularly review progress towards targets.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4:	All	<u>✓ ALL</u>	

 Charter School will offer courses that meet UC/C admission requirements. 	SU	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
 Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during the four years of high school. 	All		\$70,000.00 College Advisor salary & benefits
 Priority 4: Charter School will identify ELs by proficiency lev provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. 	English el, Learners Redesignat ed fluent English proficient	ALL OR:Low Income pupils✓_English LearnersFoster Youth✓_Redesignated fluent English proficientOther Subgroups:(Specify)	\$20,000.00 ELD core materials \$3,000.00 ELD supplemental materials \$2,000 Focused PD on ELD standards
 Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. 	All	ALL OR:Low Income pupils✓_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$10,000.000 AP teacher salaries & benefits AP workshops AP test fees
 Priority 4: 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. 		✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$5,000.00 College Readiness classes teacher salaries & benefits

GOAL #2: All students will become independent, innovative schola			nnovative scholars.	Related State and/or L	6 7 <u></u> 8 <u></u>
#2:				COE only: 9_ Local : Specify	
Identified	Priority 7: To increase access to all possible courses and programs				
Goal Ap	plies to: Schools: All Applicable Pupil Subgroups: All				
Meas	 100% of students will have sufficient access to all ac At least 5% of all students enrolled in the Charter Sc At least 90% of our graduates will have taken a Com Priority 8: At least 80% of all students enrolled in the Charter Sc At least 80% of all students enrolled in the Charter Sc Priority 8: 	nd services outlined in it ademic and educational hool's grades 6-8 will be puter/Technology class chool will create or dem chool's "Advanced Math chool's Computer/Tech	taking the "Advanced Math" class or club. and/or experienced blended learning in their program of stud constrate a STEAM focused project, experiment, model or den class or club in grades 6-8 will demonstrate proficiency. nology classes will demonstrate proficiency.	dy.	
	Actions/Services	Scope of Service	Pupils to be served within identi	ified scope of service	Budgeted Expenditures
subjects (: chool will provide students with a broad array of courses including core English, mathematics, social sciences, and science) and electives as outlined in r petition.	All	✓ ALL OR: _Low Income pupilsEnglish Learn _Foster YouthRedesignated fluer _Other Subgroups:(Specify)	ners nt English proficient	
	chool will design its master schedule to meet the needs of its students to I academic content areas are available to all students, including student	All	ALL OR:Low Income pupilsEnglish LearnFoster YouthRedesignated fluerOther Subgroups:(Specify)		\$80,000.00 Dean of Academics salary & benefits
 Charter S 5th. Charter S Charter S 	: chool will offer an "Advanced Math" class or club to students in grades 6-8. chool will offer the Launch program, PLTW (Project Lead The Way) in grades K- chool will offer a "VEX Robotics" class or club to students in grades 8-12th. chool will offer a "Lego Robotics" class or club to students in grades 6-8. chool will offer a "Science Olympiad" class or club to students in grades 6-8.	All	ALL OR:Low Income pupilsEnglish LearnFoster YouthRedesignated fluerOther Subgroups:(Specify)	nt English proficient	

create or	school will provide op demonstrate a STEA ill also provide inform	portunities for students during the day and after school to M focused project, experiment, model or demo. Charter nation and access to quality out-of-school STEAM activities	All	OR:Low Income pupilsEnglish LearrFoster YouthRedesignated fluer		\$4,800.00 PLTW curriculum, materials and teacher PDLaunch Program -Teacher Training (2 staff members)
		outer/Technology classes and/or blended learning	All	Other Subgroups:(Specify) ✓_ALL OR: Low Income pupilsEnglish Learr Foster YouthRedesignated fluer Other Subgroups:(Specify)	ners nt English proficient	\$5,000 Field Trips that are STEAM related for grades K-12 th grade.
GOAL #3:	ł	ents, families, staff, and oth	ner stakeh	olders will feel a sense of	Related State and/or 1 2 3_√_ 4 8 COE only: 9 Local : Specify	5 <u>√</u> 6 <u>√</u> 7_
Identified	d Need :	Priority 3: To increase parental involvement and seek parent input To promote parent participation 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 connectedne	·	for the Charter School		
Goal Ap	nnlige to:	Schools: All All Applicable Pupil Subgroups: All				
			LCAP Y	ear 1: 2016-17		
•	ed Annual surable	Priority 3: Charter School will hold a minimum of 4 SSC meeting Charter School will hold a minimum of 4 English Lear		ee (ELAC) meetings per year.		

	Outcomes: Charter School will hold a minimum of 4 Parent Tas		er year.	
	Charter School will hold a minimum of 5 parent act	tivities/events per year.		
	 Teachers will update SIS records daily/weekly. 			
	 Charter School will send a minimum of 4 progress r 			
	 At least 25% of Charter School's students will be ho 	ome-visited by the teache	ers.	
	Priority 5:			
	 Charter School will maintain an ADA rate of at least 			
	 Charter School will maintain a chronic absenteeism 			
	 Charter School will maintain a middle school dropo 			
	 Charter School will maintain a high school dropout 			
	 Charter School will maintain a four-year cohort gra 	duation rate of at least 7	5%.	
	Priority 6:			
	Charter School will maintain a student suspension			
	 Charter School will maintain a student expulsion ra 			
	Student participation rate in the school experience			
	 Parent participation rate in the school experience s 		6.	
	Staff participation rate in the school experience sur			
	 Approval rating on school experience surveys of st 		f will be at least 85%.	T.
	A (' 10 '	Scope of		Budgeted
	Actions/Services	•	Pupils to be served within identified scope of service	
		Service		Expenditures
	Priority 3:	All	✓ ALL	\$300.00
•	Charter School will have parents on its School Site Council (SSC) and hold periodic SSC		<u> </u>	
	meetings.		OR:	Food and refreshers
			Low Income pupilsEnglish Learners	for meetings
			Foster YouthRedesignated fluent English proficient	
			Other Subgroups:(Specify)	
			<u></u>	
	Priority 3:	All		\$150.00
	Charter School will have an English Learner Advisory Committee (ELAC) and hold	All	<u> ✓ ALL</u>	\$150.00
-	periodic ELAC meetings.		OR:	Food and refreshers
	periodic ELAC meetings.			for meetings
			Low Income pupilsEnglish Learners	3
			Foster YouthRedesignated fluent English proficient	
			Other Subgroups:(Specify)	
	Priority 3:	English Learners	All	\$150.00
•	Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.		<u>ALL</u>	
			OR:	Food and refreshers
			* · · ·	for meetings
			Low income publis _v_English Learners	
			Low Income pupils _✓_English Learners Foster YouthRedesignated fluent English proficient	
			Other Subgroups:(Specify)	
			Other Subgroups.(Openity)	
	Priority 3:	All	_✓ ALL	\$500.00
•	Charter School will host parent activities/events, including Student/Parent Orientation,			Tood and referred
	Back to School Night, and parent conferences.		OR:	Food and refreshers
				for meetings
			Low Income pupilsEnglish Learners	\$15,000
			Foster Youth Redesignated fluent English proficient	Parent College

			Other Subgroups:(Specify)	
•	Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$25,000.00 5800-SIS fees
•	Priority 3: Charter School will communicate with the parents of academically low-achieving students.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
•	Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	All		\$10,000.000 Home-visit stipends (Title I funds)
•	Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$70,000.00 Dean of Culture salary & benefits Life Skills teacher salary & benefits \$30,000 EDGE Coaching
•	Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	All	 ✓ ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$20,000.00 Attendance clerk salary & benefits
•	Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	All		\$35,000.00 College Advisor salary & benefits

	Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify) ✓ ALL OR: 	\$5,000.00 Fuel Ed credit recovery course fees \$80,000.00 Dean of Students salary & benefits
	Priority 6:	All	Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)_	\$35,000
	Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	,,,,	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Admin PD, Parent PD, Student PD, Teacher PD on Best Practices, Classroom management, mindset, niroga, positive mindset, PBIS behavior PDs, and teach boost (teacher evaluation system).
	Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)_ 	
•	Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	All	✓ ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$2,000.00 Survey expenses

2015-2016 Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Goal 1: All students will pursue academic excellence and be college/career ready. Related State and/or Local Priorities: 1				
Goal Applies to	Schools: Applicable Pupil Subgroups: All				
	Priority 1:		Priority 1:		
	■ 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.		100% of Charter School's teachers are appropriately assigned and fully credentialed as required by law and the charter.		
	■ 100% of students will have sufficient access to standards-aligned instructional materials.		100% of students have sufficient access to standards-aligned instructional materials.		
	 At least 90% of the items on facility inspection checklists will be in compliance/good standing. 		At least 90% of the items on facility inspection checklists are in compliance/good standing.		
	Priority 2:		Priority 2:		
	■ Charter School will provide 100% implementation of CCSS for all students.		 Charter School provides 100% implementation of CCSS for all students. Priority 4: For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system is expected to increase by 5% from 2015 to 2016. More specific targets will be set as 2016 		
	Priority 4:				
Expected	 For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2015 to 2016. 	Actual			
Annual Measurable Outcomes:	 For all student 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% from fall to spring. 	Annual Measurable Outcomes:	SBAC data becomes available.) ELA/Literacy Math 2015 2016 (Expected) 2015 2016 (Expected)		
Outcomes.	 At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. 	Outcomes.	Schoolwide 53% 60% 38% 43% Socioecon. Disadv. 47% 60% 23% 40%		
	■ The percentage of EL students making annual progress in learning English as measured by		English Learners 22% 30% 22% 47% Hispanic or Latino 51% 60% 31% 40%		
	the CELDT and/or ELPAC will increase by 5% from the prior year.		African American N/A 50% NA% 50%		
	• The percentage of EL students who are reclassified will increase by 5% from the prior year.		(Data will be available after the Spring MAP test) For all student subgroups, the percentage of students performing proficient on the		
	 At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher. 		Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment was expected to increase by 5% from fall to spring.		
	 At least 80% of students in grades 9-11 will participate in the PSAT test. 		Following are the proficiency percentages for our subgroups:		
	 At least 40% of students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level. 		Reading/ELA Math Fall 2015 Spring 2016 Fall 2015 Spring 2016		
	■ At least 80% of students in grade 11 will participate in the EAP assessment.		Schoolwide 50% 55% 50% 55% Socioecon. Disadv. 50% 55% 50% 55% English Learners 50% 55% 50% 55%		

 At least 50% of students who participate in the EAP assessmen preparedness. Priority 8: At least 80% of all students enrolled in the Charter School for a receive a grade of "C" or better (or perform "proficient" on the tests) in core subjects and electives. 	ı full academic year will	Hispanic or Latino 50% 55% 50% 55% African American 50% 55% 50% 55% 100% of graduating seniors have successfully completed courses that satisfy the UC/CSU or career technical education program requirements in 2014-15. We expect a rate of 100% in 2015-16, too. 2014-15: 100% 2015-16: 100% (expected) The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC has increased by 5% from the prior year. 2014-15: 0% 2015-16: 44% The percentage of EL students who are reclassified has increased by 44% from the prior
		year. 2014-15: 0% 2015-16: 44% • 0% of the graduating seniors passed an AP exam with a score of 3 or higher in 2014-15. We expect a rate of 25% in 2015-16. 2014-15: 0% 2015-16: 25% (expected) • 99% of students in grades 8-11 participated in the PSAT test in 2015-16. • 38% of students who participated in the PSAT test met or exceeded college readiness benchmarks for their grade level. • 75% of students in grade 11 participated in the EAP assessment in 2014-15. We expect a rate of 80% in 2015-16. • 60% of students who participated in the EAP assessment demonstrated college preparedness in 2014-15. We expect a rate of 70% in 2015-16. Priority 8: • 80% of all students enrolled in the Charter School for a full academic year received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives. We expect a rate of 85% in 2015-16.
	LCAP Yea	r: 2015-16
Planned Actions/Services	23, 100	Actual Actions/Services
	Budgeted Expenditures	Estimated_Actual Annual Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	\$20,000 5800-BTSA expenses, EL authorization fees	Priority 1: All teacher credentials have been reviewed. Charter School has supported 1 of its teachers for their credentialing needs. \$6,000 5800-BTSA expenses, EL authorization fees
Scope of service:		Scope of service:

✓_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		✓_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.		Priority 1: Charter School is compliant with its teacher assignments.	
Scope of service:		Scope of service:	
Priority 1: Charter School will annually review alignment of instructional materials to standards.		Priority 1: Charter School has reviewed its current instructional materials and they are aligned to standards.	
Scope of service:		Scope of service:	
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.		Priority 1: Charter School keeps an inventory of instructional materials and corresponding purchase of materials.	
Scope of service:		Scope of service:	
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	\$398,000.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: Charter School has used its budget to ensure sufficient access to instructional materials.	\$200,000.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service:ALL		Scope of service: ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.		Priority 1: Charter School has done annual and monthly facility inspections to screen for safety hazards.	
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u>√</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	\$13,000.00		\$2,000.00
Priority 1: ■ Daily general cleaning by custodial staff will maintain campus cleanliness.	5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: Charter School has maintained its campus cleanliness through daily general cleaning.	5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 2:	\$10,000.00	Priority 2:	\$10,000.00
 Charter School will ensure curricula and assessments are aligned to the CCSS. 	MAP testing fees	 Charter School implements curricula and assessments aligned to the CCSS. 	MAP testing fees
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Duincite 2.	\$150,000.00	Priority 2:	\$50,000.00
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	5800 Professional Development on CCSS	 Teachers have participated in professional development on the implementation of CCSS. 	5800 Professional Development on CCSS
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u>√</u> ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priorities 2 & 4 & 8: Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$49,000.00 5800 Professional Development on EL strategies	Priorities 2 & 4 & 8: Charter School provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$10,000.00 5800 Professional Development on EL strategies
Scope of service:	_	Scope of service:	
		✓_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	\$118,000.00 Power English and Power Math teacher salaries (Title I funds)	Priorities 2 & 4 & 8: During the day, Charter School provides additional supports and interventions to all students, including ELs.	\$118,000.00 Power English and Power Math teacher salaries (Title I funds)
Scope of service:		Scope of service:	
		✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.		Priorities 2 & 4 & 8: Charter School provides additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	
Scope of service:		Scope of service:	
Priorities 2 & 4 & 8: 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.		Priorities 2 & 4 & 8: Charter School synthesizes CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets.	
Scope of service:		Scope of service:	
<u>√</u> ALL		<u>✓</u> ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: Charter School will synthesize state and federal accountability information into reports and regularly review progress towards targets.		Priority 4: Charter School synthesizes other state and federal accountability information into reports and regularly reviews progress towards targets.	
Scope of service:		Scope of service:	
Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.		Priority 4: Charter School offers courses that meet UC/CSU admission requirements.	
Scope of service:		Scope of service:	
Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.		Priority 4: Charter School offers 4-year academic plans, outlining the classes students will take during their four years of high school.	
Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Scope of service: ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	\$10,000.00 ELD core materials ELD supplemental materials Focused PD on ELD standards	Priority 4: Charter School has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation according to its EL Master Plan.	\$10,000.00 ELD core materials ELD supplemental materials Focused PD on ELD standards
Scope of service:		Scope of service:	
ALL		ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	\$100,000.00 AP teacher salaries & benefits AP workshops AP test fees	Priority 4: Based on student needs and interests, Charter School has offered the following AP courses this year: AP Statistics, AP US History	\$20,000.00 AP teacher salaries & benefits AP workshops AP test fees
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: 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.	\$38,000.00 College Advisor salary & benefits College Readiness classes teacher salaries & benefits	Priority 4: Charter School has offered "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.	\$38,000.00 College Advisor salary & benefits College Readiness classes teacher salaries & benefits
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	Goal, actions, and services w	ill be maintained.	
	teachers will have cred	ntinue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted dentialing needs. Idea a checklist of instructional materials to be used next year and made a purchase order for next year.	,
What changes in actions, services, and		penditure amount will be adjusted based on the number of instructional materials needed.	
expenditures will be made as a result of reviewing past progress and/or changes to goals?	 Charter School will cor repair and cleaning ne 	ntinue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amo eds.	unt will be adjusted based on
	 Charter School will cor will be adjusted based 	ntinue to provide professional development to all of its teachers to ensure 100% implementation on PD needs. $$	of CCSS. Expenditure amount
		rised its EL Master Plan to better serve the needs of our EL students. Charter School will continue t iture amount will be adjusted based on the ELD materials and PD needs.	o provide EL support and

 Charter School will continue to use the MAP test to set targets for student subgroups and each student. Charter School will continue to regularly review student performance towards targets and provide additional supports and interventions. Expenditure amount will be adjusted based on the number of instructional support personnel.
 Charter School will continue to provide courses that meet UC/CSU requirements. Our college advisor will continue to work with our students on their 4-year academic plans.
Charter School will continue to offer the same AP courses next year and add additional courses depending on student needs and interests.
Charter School will continue to offer Advisory and College Readiness classes in high school.

Original GOAL from prior year LCAP: Goal 2: All students will become independent, innovative scholars. Goal Applies to: Schools: Applicable Pupil Subgroups: Applicable Pupil Subgroups:				
Expected Annual Measurable Outcomes:	Priority 7: Charter School will provide 100% of the programs and services outlined in its che petition, certain programs and services being dependent on student need and it 100% of students will have sufficient access to all academic and educational proprovided by the Charter School. At least 5% of all students enrolled in the Charter School's grades 6-8 will be tak "Advanced Math" class or club. At least 90% of our graduates will have taken a Computer/Technology class and experienced blended learning in their program of study. Priority 8: At least 80% of all students enrolled in the Charter School will create or demons STEAM focused project, experiment, model or demo. At least 80% of all students enrolled in the Charter School's "Advanced Math" c in grades 6-8 will demonstrate proficiency. At least 80% of all students enrolled in the Charter School's Computer/Technology will demonstrate proficiency.	nterest. Degrams Actual Annual Measurable Outcomes:	Priority 7: Charter School provides 100% of the programs and services petition, certain programs and services being dependent or (Life Skills, Computer Technology, A+, Academic Decathlon, Olympiad, VEX Robotics, Lego Robotics, Fuel Ed Courses, Country 100% of students have sufficient access to all academic and provided by the Charter School. 8% of all students enrolled in the Charter School's grades 6-class or club. 100% of our graduating class has taken a Computer/Technologiended learning in their program of study. Priority 8: 80% of all students enrolled in the Charter School has creat focused project, experiment, model or demo. 80% of all students enrolled in the Charter School's "Advance grades 6-8 have demonstrated proficiency. 100% of all students enrolled in the Charter School's Computer School agrade of "C" or better in 2014-15. We expect a received a grade of "C" or better in 2014-15.	a student need and interest. Personal Finance, Science illege Readiness) educational programs 8 take the "Advanced Math" ellogy class and/or experienced ed or demonstrated a STEAM ced Math" class or club in uter/Technology classes
	Planned Actions/Services	AP Year : 2015-16	Actual Actions/Services	
	Budge Expended in its charter sources, and science) and electives as outlined in its charter	ditures Priority 7:	provided students with core courses and electives as outlined in its	Estimated_Actual Annual Expenditures \$3,000.00 FuelEd course fees

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: 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 subgroups.	Priority 7: Charter School has designed its master schedule to meet the needs of all students.	
Scope of service: ✓ ALL	Scope of service: ✓ ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: ■ Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	Priority 1: Charter School offers "Advanced Math" class and club to students in grades 6-8.	
Scope of service:	Scope of service:	
Priority 7: 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.	Priority 7: Charter School has provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School has organized a local STEAM festival. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities.	
Scope of service:	Scope of service:	
✓_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	Priority 7: Charter School offers Computer/Technology classes and/or blended learning experience for our students. Charter School purchased 100 Chromebooks in 2015-16 Our teachers have participated in PD on Blended Learning.	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Goal, actions, and services will be maintained.

- Charter School will continue to provide core courses and electives as outlined in its charter petition and provide 100% access to all students.
- Charter School will continue to expand its online course offerings through Fuel Education.
- Charter School will continue to offer "Advanced Math" class and club to students in grades 6-8.
- Charter School will continue to organize a local STEAM festival, participate in the Magnolia-wide STEAM expo and county-wide science fairs and activities.
- Charter School will continue to offer Computer/Technology classes and/or blended learning experience for our students. Charter School will continue
 to provide PD to our staff on Blended Learning.

Original GOAL from prior year LCAP: Goal Applies t	Goal 3: All students, families, staff, and other stakeholders will feel a sense of community and connectedness. Applicable Pupil Subgroups: All Related State and/or Local Priorities: 1_ 2_ 3_ \(\times \) 4_ 5_ \(\times \) 6_ \(\times \) 7_			
Expected Annual Measurable Outcomes:	Priority 3: Charter School will hold a minimum of 4 SSC meetings per year. Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year. Charter School will hold a minimum of 5 parent activities/events per year. Teachers will update SIS records daily/weekly. Charter School will send a minimum of 4 progress reports/cards to parents per year. At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: Charter School will maintain an ADA rate of at least 95%. Charter School will maintain a chronic absenteeism rate of no more than 1%. Charter School will maintain a middle school dropout rate of no more than 1%. Charter School will maintain a high school dropout rate of no more than 1%. Charter School will maintain a four-year cohort graduation rate of at least 90%. Priority 6: Charter School will maintain a student suspension rate of no more than 1%. Student participation rate in the school experience survey will be at least 80%. Parent participation rate in the school experience survey will be at least 25%. Staff participation rate in the school experience survey will be at least 90%. Approval rating on school experience surveys of students, parents, and staff will be at least 85%.	Actual Annual Measurable Outcomes:	 Priority 3: Charter School has held 8 SSC meetings in 2015-16 so far and will have held a total of 9 meetings by the end of the school year. Charter School has held 8 Parent Task Force (PTF) meetings in 2015-16 so far and will have held a total of 10 meetings by the end of the school year. Charter School has held more than 5 parent activities/events this year. Teachers update SIS records daily/weekly. Charter School has sent 5 progress reports/cards to parents in 2015-16 so far and will have sent a total of 6 progress reports/cards by the end of the school year. 25% of Charter School's students have been home-visited by the teachers in 2015-16 so far. Priority 5: Charter School maintained an ADA rate of 97% in 2014-15. Our rate in 2015-16 so far is 97% and we expect a rate of at least 95% by the end of the school year. Charter School maintained a chronic absenteeism rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Charter School maintained a middle school dropout rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Charter School maintained a high school dropout rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Charter School maintained a four-year cohort graduation rate of 100% in 2014-15. We expect a rate of 100% by the end of the school year. Charter School maintained a student suspension rate of 0% in 2014-15. Our rate in 2015-16 so far is 5% and we expect a rate of no more than 0% by the end of the school year. Charter School maintained a student expulsion rate of 0% in 2014-15. Our rate in 2015-16 so far is 5% and we expect a rate of no more than 0% by the end of the school year. 	

LCAP Year		so far is 0% and we expect a rate of 0% by the end of the school year. Student participation rate in the school experience survey is 99% in 2015-16. Parent participation rate in the school experience survey is 99% in 2015-16. Staff participation rate in the school experience survey is 99% in 2015-16. Approval rating on school experience surveys in 2015-16: Students: 61% Parents: 75% Staff: 69%	
Planned Actions/Services	Budgeted	Actual Actions/Services	Estimated_Actual
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	Expenditures	Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	Annual Expenditures
Scope of service:		Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.		Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	
Scope of service:		Scope of service:	
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.		Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	
Scope of service:		Scope of service: ALL OR:Low Income pupilsEnglish LearnersFoster Youth Redesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3:		Priority 3:	

 Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 		 Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 	
Scope of service:		Scope of service:	
✓ ALL	-	<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3:	\$22,000.00	Priority 3:	\$22,000.00
 Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. 	5800-SIS fees	 Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. 	5800-SIS fees
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: Charter School will communicate with the parents of academically low-achieving students.		Priority 3: Charter School will communicate with the parents of academically low-achieving students.	
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3:	\$5,000.00	Priority 3:	\$5,000.00
 Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. 	Home-visit stipends (Title I funds)	 Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. 	Home-visit stipends (Title I funds)
Scope of service:		Scope of service:	
<u></u> _ALL		<u></u> _✓_ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.		Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families. Academic and socio-emotional support will be provided to address student needs.	
Scope of service:		Scope of service:	

		✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$38,000.00 Attendance clerk salary & benefits	Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$38,000.00 Attendance clerk salary & benefits
Scope of service:		Scope of service:	
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	\$48,000.00 College Advisor salary & benefits	Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	\$48,000.00 College Advisor salary & benefits
Scope of service:		Scope of service:	
✓_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)		✓_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.		Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	\$10,000.00 Fuel Ed credit recovery course fees
Scope of service:		Scope of service:	
		OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.		Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u> ✓</u> ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u> ✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.		Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00 Survey expenses	Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00 Survey expenses
Scope of service:		Scope of service:	
<u>√</u> ALL		_✓_ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther	
Subgroups.(Specify)		Subgroups:(Specify)	
Oubgroups.(Opeciny)	Goal, actions, and services w	G 1 (1 7)	
What changes in actions, services, and	■ Charter School will cor	G 1 (1 7)	d on SIS fees, parent
	Charter School will corevents/activities, and of the Charter School will process.	vill be maintained. Intinue to provide opportunities for parent involvement. Expenditure amount will be adjusted based.	·
What changes in actions, services, and expenditures will be made as a result of reviewing	Charter School will corevents/activities, and in Charter School will prosupport will be provided.	vill be maintained. Intinue to provide opportunities for parent involvement. Expenditure amount will be adjusted based number of home visits. Intinue to provide a provide a provide a safe, nurturing, and engaging learning environment for all our students and families. Acades	nic and socio-emotional

	Charter School will continue to administer school experience surveys to students, parents, and staff. Charter School will continue to use survey results for school improvement.

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:

\$519,288

Charter School's identified amount of funds in the LCAP year is approximately \$519,288. These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students.

Charter School will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, Get Ready for Life classes, positive behavior support and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils:

Low income pupils:

Actions and services:

- Charter School will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements.
- Charter School will provide resources for increased outreach efforts to low income families including home visits and meetings.
- Charter School will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources.
- Charter School will provide targeted assistance to low income students in career/college readiness activities and guidance.
- Charter School will provide STEM related courses, clubs, field trips, competitions, and other activities to promote STEM.
- Charter School will provide bullying prevention training.
- Charter School will provide/pilot programs such as Second Step and Why Try to provide explicit social/emotional instruction.
- Afterschool programs
- Home visits
- Parent trainings
- Career/college readiness activities for low income pupils

Foster youth:

Actions and services:

Foster youth will receive educational counseling.

- Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- Charter School will improve communication with foster guardians.
- Guidance/PSA counselor

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- Charter School will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- Charter School will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- Charter School will provide additional teaching sections of EL intervention courses.
- Charter School will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- Charter School will provide culturally and linguistically relevant materials for students.
- Charter Scholl will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- Charter School will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- Charter School will regularly review progress towards targets.
- Charter School will provide additional supports and interventions, as needed.
- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (REFPS)

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

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

12.33 %

Charter School Proportionality Calculation:

Charter School's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. The Charter School addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

- (2) The total number of cohort members.
- (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy-Santa Clara Contact (Name, Title, Email, Phone Number): Michele Ryan mryan@magnoliapublicschools.org, 408 258

1427 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-Santa Clara ("MSA-SC" or "Charter School") 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 Teacher Organization (PTO) meetings, School Site Council (SSC) meetings, Board of Directors meetings, Principal meetings, Dean meetings, and staff meetings. In addition, the Charter School conducts surveys for parents, students, and teachers. 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 LEP students and immigrants, and a WASC action plan for continual 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.

Impact on LCAP

All major groups have been informed of the LCAP work and given an opportunity to participate. The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP:

- Fully implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development
- Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement
- Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets
- Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups
- Develop college-preparedness
- Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in the Charter School to maintain sense of safety and school connectedness
- Improve school facilities and create stability in school location.

Annual Update:

The Charter School held periodic meetings in 2015-16 to gather input from is stakeholders. These include 8 PTO meetings, 2 SSC meetings, a Back to School Night, weekly staff meetings, and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey.

Annual Update:

Based on input from all stakeholders and available data through surveys and student achievement/school data, the Charter School has updated its LCAP. Some of the updates include:

- Purchasing of common-core aligned instructional materials
- Increasing employee salaries
- Improving school facilities
- Investing in effective technology to enhance instruction in the classroom
- Offering an annual STEM expo
- Other input includes improving school facilities and sustaining after school programs.
- Preparing for a Fall 2016 WASC visit

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

			Related State and/or Local Priorities:	
GOAL			1_ <u>√</u> 2_ <u>√</u> 3 4_ <u>√</u> 5 6 7	
#1:	All students will p	oursue academic excellence and be college/career ready.	8 <u>▼</u> COE only: 9 10	
			Local : Specify	
Identified		Priority 1: To ensure teachers are appropriately assigned and fully credentialed To ensure every pupil has sufficient access to standards-aligned instructional materials To ensure school facilities are maintained in good repair Priority 2: To implement Common Core State Standards Priority 4: To increase the percentage of students who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment or increase or maintain the API scores to meet or exceed the API growth targets school-wide and for all student subgroups To increase the percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical of the increase the percentage of ELs who make progress toward English language proficiency To increase the percentage of students who take and pass AP exams To increase the percentage of students who are on track to be college/career ready Priority 8: To increase student proficiency in all courses	,	
Goal Ap	ANLIAC IA:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes: Proid Is students 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 In the Jest 690 of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 5% from the prior year. At least 50% of students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 5% from the prior year. At least 50% of students in grades 9-11 will participate in the EAP assessment. At least 50% of students in grades 11 will participate in the EAP assessment. At least 80% of students in grades 11 will participate in the EAP assessment. At least 80% of students in grades 11 will participate in the EAP assessment. At least 80% of students who participate in the EAP assessment will demonstrate college preparedness. Priority 4: 1. Ow for Charter School will meet or exceed the annual API growth targets for all students subgroups. 2. At least 80% of students who participate in the PSAT test. 3. At least 50% of students who participate in the PSAT test. 4. At least 50% of students who participate in the PSAT test. 4. At least 50% of students who participate in the EAP assessment. 4. At least 80% of students who participate in the EAP assessment. 4. At least 80% of students who participate in the EAP assessment will demonstrate college preparedness. Priority 8: 4. At least 80% of students who participate in the EAP assessment. At least 80% of students who participate in the EAP assessment will demonstrate college preparedness. Priority 8: 4. At least 80% of students who participate in the EAP assessment will demonstrate college preparedness. Priority 8: 4. At least 80% of students who participate in the EAP assessment				

Actions/Services		Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	All	✓_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$5,800-BTSA expenses 5863-Professional Development
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.	All		
Priority 1: Charter School will annually review alignment of instructional materials to standards.	All		
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.	All		
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$5,000 for updated instructional materials 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.	All	_ <u>✓_ALL</u> OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient	

1		Other Subgroups:(Specify)	
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	All		\$40,020.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS.	All	<u>✓ ALL</u>	\$4,000 Instructional Materials and supplies
		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	MAP testing fees 4100, 4200 Instructional Materials and Supplies 5822 Other Professional Services
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	All		\$3,800 5863-Professional Development
Priorities 2 & 4 & 8: Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	All		\$1,800 5863-Professional Development on EL strategies
Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$16,000.00 Extra ELA/Literacy & math support staff salaries & benefits (Title I funds) 1100 Teachers Salaries
Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	All	_✓_ALL	\$8,000.00 Extra ELA/Literacy &

			OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	math support staff salaries & benefits (Title I funds) 1100 Teachers Salaries
•	Priorities 2 & 4 & 8: 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.	All		
•	Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify) 	
•	Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.	All		
•	Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	
•	Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	English Learners Redesignated fluent English proficient		\$5,000.00 ELD supplemental materials Focused PD on ELs (Title III LEP funds) 4100, 4200 Instructional Materials and Supplies 5863-Professional Development
•	Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	All	ALL OR:Low Income pupils✓_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$45,000.00 AP teacher salaries & benefits AP workshops AP test fees 1100 Teachers Salaries

			5863-Professional Development 4100, 4200 Instructional Materials and Supplies
 Priority 4: 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. 	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify) OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups: (Specify)	

GOAL #2: Identified Goal Ap	All students will become independent, innovative scholars. Priority 7: To increase access to all possible courses and programs Schools: All Applicable Pupil Subgroups: All	5		Related State and/or L 1 2 3 4 5 6 COE only: 9 Local : Specify	6 7 <u></u> 8 <u></u>
	, , , , , , , , , , , , , , , , , , ,	LCAP Ye	ear 1: 2016-17		
Meas	 a 100% of students will have sufficient access to all acade At least 5% of all students enrolled in the Charter Schot and the students enrolled in the students enrolled in the students enrolled in the students	and services outlined in its cademic and educational chool's grades 6-8 will be nputer/Technology class a School will create or dem School's "Advanced Math	ts charter petition, certain programs and services being depender I programs provided by the Charter School. e taking the "Advanced Math" class or club. and/or experienced blended learning in their program of study. monstrate a STEAM focused project, experiment, model or demo. th" class or club in grades 6-8 will demonstrate proficiency.		
	Actions/Services	Scope of Service	Pupils to be served within identific	ied scope of service	Budgeted Expenditures
subjects (7: School will provide students with a broad array of courses including core (English, mathematics, social sciences, and science) and electives as outlined in er petition.	All .	✓ ALL OR: _Low Income pupilsEnglish Learne _Foster YouthRedesignated fluent _Other Subgroups:(Specify)	English proficient	
	School will design its master schedule to meet the needs of its students to ill academic content areas are available to all students, including student	All		English proficient	
Priority 7: Charter So	7: School will offer an "Advanced Math" class or club to students in grades 6-8.	All	✓ ALL OR: _Low Income pupilsEnglish Learne _Foster YouthRedesignated fluent _Other Subgroups:(Specify)	English proficient	

Priority 7: 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.	All		
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	All	OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$60,000 Computer/Technology teacher salaries & benefits \$1,800 Focused PD on Blended Learning 1100 Teachers Salaries 5863-Professional Development

GOAL #3:	All students, fam	ilies, staff, and other stakeholders will feel a sense of commun	nity and connectedness.	1 2 3 <u>_ √</u> _ 4 8_		
Identifie	d Need :	Priority 3: To increase parental involvement and seek parent inputed To promote parent participation Priority 5: To increase student attendance To avoid chronic absenteeism To avoid middle school dropout To avoid high school graduation rate Priority 6: To avoid student suspension To avoid student expulsion To increase the sense of safety and school connectedness.		·		
Goal Ap	Goal Applies to: Schools: All Applicable Pupil Subgroups: All					
	<u>'</u>		LCAP Ye	ear 1: 2016-17		
Expected Annual Measurable Outcomes: Expected Mil maintain an ADA rate of at least 95%. Charter School will maintain a student suspension rate of no more than 1%. Charter School will maintain a student suspension rate of no more than 1%. Charter School will maintain a student expulsion rate of no more than 1%. Charter School will maintain a student expulsion rate of no more than 1%. Charter School will maintain a student expulsion rate of no more than 1%. Charter School will maintain a student expulsion rate of no more than 1%. Charter School will maintain a student suspension rate of no more than 1%. Charter School will maintain a student suspension rate of no more than 1%. Charter School will maintain a student suspension rate of no more than 1%. Charter School will maintain a student suspension rate of no more than 1%. Charter School will maintain a student suspension rate of no more than 1%. Charter School will maintain a student suspension rate of no more than 1%. Student participation rate in the school experience survey will be at least 85%. Parent participation rate in the school experience survey will be at least 85%. Approval ratio go school experience survey will be at least 85%. Approval ratio go school experience survey will be at least 85%.						
	A	ctions/Services	Scope of Service	Pupils to be served within identified scope of servi	Budgeted Expenditures	
	3:		All			

	meetings.		OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
	Priority 3: If the Charter School has 21+ EL students , the School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
•	Priority 3: Charter School will have a Parent Teacher Organization (PTO) and hold periodic PTO meetings.	English Learners	ALL OR:Low Income pupils✓_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify) 	
•	Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All		\$8,000 SIS fees 5822 – Other Professional Services
•	Priority 3: Charter School will communicate with the parents of academically low-achieving students.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
	Priority 3: Charter School teachers will visit students at their homes to discuss student progress	All	<u>✓ ALL</u>	\$2,000

	and enhance student learning and involvement.		OR:	Home-visit stipends (Title I funds)
			Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	1100 Teachers Salaries
•	Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
•	Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	All	 ✓ ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) 	\$4,000.00 0.1 Office Manager salary and benefits 2400 Classified Clerical & Office Salaries
•	Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	All		
•	Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$1,500 Credit recovery courses 4100, 4200 Instructional Materials and Supplies
•	Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify) 	
•	Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	All	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$1,800 Focused PD on SEL 5863-Professional Development

-	Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	All	✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
	Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	All	 ✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	\$1,000 Survey expenses 5822 – Other Professional Services

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	All students will pursue academic excellence and be college/career ready.			1 2 3	3 4 8 / only: 9	or Local Priorities: 5 6 7 9 10
Expected Annual Measurable Outcomes:	Priority 1: 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of students will have sufficient access to standards-aligned instructional materials. At least 90% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: Charter School will provide 100% implementation of CCSS for all students. Priority 4: For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 3% from 2015 to 2016 for the school overall and 5% for any subgroups where 50% or fewer students met or exceeded targets. For all student 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% from fall to spring. Charter School will meet or exceed the annual API growth targets for all student subgroups. At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 5% from the prior year.	Actual Annual Measurable Outcomes:	Priority 1: 100% of Charter School required by law and the 100% of students have standing. Priority 2: Charter School provides Priority 4: For all student subgroup the English Language Arexpected to increase by EL 201 Schoolwide 67% Socioecon. Disadv. 39% English Learners 15% Hispanic or Latino 33% African American 50% API data is not available 100% of graduating sen or career technical educe 60% of our EL students year. We had only 5 EL students	is teachers are appropriate charter. sufficient access to standard is on facility inspection of the standard is on facility in the standard in the standard is on facility in the standard in the standard is on facility in the standard in the	tely assigned ards-aligned ards-aligned are colored ar	ed and fully credentialed as d instructional materials. e in compliance/good all students. met or exceeded standards on e CAASPP assessment system is 2016 (Expected) 69% 48% 30% 36% 40% urses that satisfy the UC/CSU 5-16. mance level on the CELDT this wo of the 5 are eligible for
-	At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized			he new location and the a of the senior class], we w		4 seniors who were brand le to meet the AP exam

tests) in core subjects and electives.			targets. All students had the opportunity to take AP courses all students had the opportunity to take AP tests Priority 8: More than 80% of all students enrolled in the Charter year received a grade of "C" or better (or performed state standardized tests) in core subjects and elective English: 95% Mathematics: 81% Social sciences: 96% Science: 91% Electives: 99.7%	School for a full academic "proficient" on the related
51 14 (1 10 1	LCAP Yea	r: 2015-16		
Planned Actions/Services	Dudustid		Actual Actions/Services	Fatire et al Astro-l
	Budgeted Expenditures			Estimated_Actual Annual Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	\$3,500 5800-BTSA expenses	Priority 1: All teacher credential teachers for BTSA.	s have been reviewed. Charter School has supported 1 of its	\$3,500 BTSA expenses 5863-Professional Development
Scope of service:	_	Scope of service:		
✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		✓_ALL OR:Low Income pupilsFoster YouthRe Subgroups:(Specify)_	designated fluent English proficientOther	
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.		Priority 1: Charter School is com	upliant with its teacher assignments.	
Scope of service:	-	Scope of service:		-
✓_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)		✓_ALL OR: _Low Income pupils _Foster YouthRe Subgroups:(Specify)_	designated fluent English proficient Other	
Priority 1: Charter School will annually review alignment of instructional materials to standards.		Priority 1: Charter School has restandards.	viewed its current instructional materials and they are aligned to	
Scope of service:		Scope of service:		

 Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials. 		Priority 1: Charter School keeps an inventory of instructional materials and corresponding purchase of materials.	
Scope of service:	-	Scope of service:	
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	\$40,000 4100, 4200 Instructional Materials and Supplies	Priority 1: Charter School has used its budget to ensure sufficient access to instructional materials.	\$40,000 4100, 4200 Instructional Materials and Supplies
Scope of service:		Scope of service:	
✓_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		✓_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.		Priority 1: Charter School has done annual and monthly facility inspections to screen for safety hazards.	
Scope of service:		Scope of service:	
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	Included as part of lease.	Priority 1: Charter School has maintained its campus cleanliness through daily general cleaning.	Included as part of lease.
Scope of service: ALL		Scope of service:	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS.	\$2,000 MAP testing fees 5822 – Other Professional Services	Priority 2: Charter School implements curricula and assessments aligned to the CCSS.	\$2,000 MAP testing fees 5822 – Other Professional Services
Scope of service:	-	Scope of service:	
✓_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	\$1,800 5863-Professional Development	Priority 2: Teachers have participated in professional development on the implementation of CCSS.	\$1,800 5863-Professional Development
Scope of service:		Scope of service:	
✓ ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		✓_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priorities 2 & 4 & 8: ■ Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$1,200 5863-Professional Development	Priorities 2 & 4 & 8: Charter School provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$1,200 5863-Professional Development
Scope of service:		Scope of service:	
Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	\$10,000 Portion of Power English and Power Math teacher salaries (Title I funds)	Priorities 2 & 4 & 8: ■ During the day, Charter School provides additional supports and interventions to all students, including ELs.	\$10,000 Portion of Power English and Power Math teacher salaries (Title I funds)

	1100 Teachers Salaries		1100 Teachers Salaries
Scope of service:	\$10,000 Portion of teacher salaries for after-school tutoring (Title I funds)	Scope of service:	\$10,000 Portion of teacher salaries for after-school tutoring
including ELS, during after school hours.	1100 Teachers Salaries	ELS, during after school flours.	(Title I funds) 1100 Teachers Salaries
Scope of service:		Scope of service:	
Priorities 2 & 4 & 8: 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.		Priorities 2 & 4 & 8: Charter School synthesizes CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets.	
Scope of service:		Scope of service:	
Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets. Scope of service: ✓ ALL		Priority 4: API data is not available at this time. Charter School synthesizes other state and federal accountability information into reports and regularly reviews progress towards targets. Scope of service: ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.		Priority 4: Charter School offers courses that meet UC/CSU admission requirements.	
Scope of service:		Scope of service:	
_ <u>√</u> _ALL		_✓_ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.		Priority 4: Charter School offers 4-year academic plans, outlining the classes students will take during their four years of high school.	
Scope of service:		Scope of service:	
<u>√</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	\$300 ELD core materials \$300 ELD supplemental materials \$1,200 Focused PD on ELD standards 4100-4200 Books and Supplies 5863-Professional Development	Priority 4: Charter School has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation according to its EL Master Plan.	\$300 ELD core materials \$300 ELD supplemental materials \$1,200 Focused PD on ELD standards 4100-4200 Books and Supplies 5863-Professional Development
Scope of service:		Scope of service:	
ALL		ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	\$20,000.00 AP teacher salaries & benefits AP workshops AP test fees and instructional materials 1100 Teachers Salaries 5210 Conference Fees 4100, 4200 Instructional Materials and Supplies	Priority 4: Based on student needs and interests, Charter School has offered the following AP courses this year: AP Environmental Science, AP Statistics, AP English Literature and Composition, AP US Government, and AP Microeconomics	\$20,000.00 AP teacher salaries & benefits AP workshops AP test fees and instructional materials 1100 Teachers Salaries 5210 Conference Fees 4100, 4200 Instructional Materials and Supplies
Scope of service:		Scope of service:	
✓ ALL		✓ ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 4: Charter School will offer Advisory classes to prepare students for college readiness, including test prep for ACT/SAT.		Priority 4: Charter School has offered advisory classes in grades 9-12 and provided support in the college selection and admission process.	
Scope of service:		Scope of service:	
✓ ALL		✓ ALL	
OR: _Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	Goal, actions, and services w	vill be maintained.	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Charter School will conteachers will have created by the conteachers will have created by the conteachers will be adjusted based on the conteacher school will conteacher school has revenue.	ntinue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted dentialing needs. onfirmed, Charter School will purchase books and supplies to ensure sufficient access to materials. In number of instructional materials needed. Intinue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amounteds. Intinue to provide professional development to all of its teachers to ensure 100% implementation of	Expenditure amount will be unt will be adjusted based on of CCSS. Expenditure amount

•	Charter School will continue to use the MAP test to set targets for student subgroups and each student. Charter School will continue to regularly review student performance towards targets and provide additional supports and interventions. Expenditure amount will be adjusted based on the number of instructional support personnel.
•	Charter School will continue to provide courses that meet UC/CSU requirements. Our college advisor will continue to work with our students on their 4-year academic plans.
•	Charter School will continue to offer AP courses next year; exact courses offered will be based on student needs and interests.
•	Charter School will continue to offer advisory classes in high school.

Original GOAL from prior year LCAP:	All students will become independent, innovative scholars.	1 2 3	and/or Local Priorities: 4 5 6 7_ <u>✓</u> 8_ <u>✓</u> nly: 9 10		
Goal Applies t		All			
Expected Annual Measurable Outcomes:	Priority 7: Charter School will provide 100% of the programs and service petition, certain programs and services being dependent on some 100% of students will have sufficient access to all academic as provided by the Charter School. At least 5% of all students enrolled in the Charter School's graadvanced math class or club. At least 90% of our graduates will have taken a Computer/Teexperienced blended learning in their program of study. Priority 8: At least 80% of all students enrolled in the Charter School will STEAM focused project, experiment, model or demo. At least 80% of all students enrolled in the Charter School's as in grades 6-8 will demonstrate proficiency.	atudent need and interest. Ind educational programs ades 6-8 will be taking an chnology class and/or I create or demonstrate a dvanced math classes or club	Actual Annual Measurable Outcomes:	Priority 7: Charter School provides 100% of the programs and petition, certain programs and services being deper 100% of students have sufficient access to all acade provided by the Charter School. 54% of all students enrolled in the Charter School's class or club. 100% of our graduating class has taken a Computer, blended learning in their program of study. Priority 8: 100% of all middle school students enrolled in the C demonstrated a STEAM focused project, experimentally of the Charter School's grades 6-8 have demonstrated proficiency. 100% of all students enrolled in the Charter School's grades 6-8 have demonstrated proficiency.	dent on student need and interest. mic and educational programs grades 6-8 take an advanced math /Technology class and/or experienced harter School have created or t, model or demo.
		LCAP Yea	r : 2015-16		
	Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures			Estimated_Actual Annual Expenditures
Priority 7: 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. FuelEd 4325 Ir		\$3,750.00 FuelEd course fees 4325 Instructional Materials and Supplies	Priority 7: Charter School has p charter petition.	provided students with core courses and electives as outlined	\$3,750.00 FuelEd course fees 4325 Instructional Materials and Supplies
Scope of service: ✓_ALL			Scope of service:ALL		

OR:Low Income pupilsEFoster YouthRedesi Subgroups:(Specify)	inglish Learners gnated fluent English proficientOther		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
_	its master schedule to meet the needs of its students to ensure are available to all students, including student subgroups.		Priority 7: Charter School has designed its master schedule to meet the needs of all students.	
Scope of service:			Scope of service:	
_ ✓ _ALL			<u>✓</u> ALL	
OR:Low Income pupilsEFoster YouthRedesiOther Subgroups:(Spec	gnated fluent English proficient		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 7: Charter School will offer ac	dvanced math classes and clubs to students in grades 6-8.		Priority 1: Charter School offers advanced math classes and clubs to students in grades 6-8.	
Scope of service:			Scope of service:	
_✓_ALL			<u>✓</u> ALL	
OR:Low Income pupilsEFoster YouthRedesi Subgroups:(Specify)	inglish Learners gnated fluent English proficientOther		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
create or demonstrate a S	e opportunities for students during the day and after school to FEAM focused project, experiment, model or demo. Charter formation and access to quality out-of-school STEAM activities		Priority 7: Charter School has provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo.	
Scope of service:			Scope of service:	
<u>√</u> ALL			<u>✓</u> ALL	
OR:Low Income pupilsEFoster YouthRedesiOther Subgroups:(Spec	gnated fluent English proficient		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
		\$60,000 Computer/Technology teacher salaries & benefits		\$60,000 Computer/Technology teacher salaries & benefits
Priority 7: Charter School will offer Coexperience for our student	omputer/Technology classes and/or blended learning cs.	\$1,200 Focused PD on Blended Learning	Priority 7: Charter School offers Computer/Technology classes and/or blended learning experience for our students. Our teachers have participated in PD on blended learning.	\$1,200 Focused PD on Blended Learning
		1100 Teachers Salaries		1100 Teachers Salaries
		5863-Professional		5863-Professional

	Development		Development
ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		✓_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Charter School will col Charter School will col Charter School will col Charter School will col	ntinue to provide core courses and electives as outlined in its charter petition and provide 100% ac intinue to offer courses through Fuel Education as needed. Intinue to offer advanced math classes and clubs to students in grades 6-8. Intinue to hold its own Science Fair and Science Expo and will participate in county-wide science fair Intinue to offer Computer/Technology classes and/or blended learning experience for our students.	rs and activities.

Original GOAL from prior year LCAP:	Related State and/or Local Priorities: 1 2 3 √_ 4 5 6 √_ 7 All students, families, staff, and other stakeholders will feel a sense of community and connectedness. COE only: 9 10 Local : Specify					
Expected Annual Measurable Outcomes:	Priority 3: Charter School will hold a minimum of 4 SSC meetings per year. If the Charter School has 21 or more EL students, the school will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. Charter School will hold a minimum of 4 Parent Teacher Organization (PTO) meetings per year. Charter School will hold a minimum of 5 parent activities/events per year. Teachers will update SIS records daily/weekly. Charter School will send a minimum of 4 progress reports/cards to parents per year. At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: Charter School will maintain an ADA rate of at least 95%. Charter School will maintain a chronic absenteeism rate of no more than 1%. Charter School will maintain a middle school dropout rate of no more than 1%. Charter School will maintain a high school dropout rate of no more than 1%. Charter School will maintain a four-year cohort graduation rate of at least 75%. Priority 6: Charter School will maintain a student suspension rate of no more than 1%. Charter School will maintain a student expulsion rate of no more than 1%. Student participation rate in the school experience survey will be at least 80%.	Actual Annual Measurable Outcomes:	Priority 3: Charter School has held 3 SSC meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. Charter School had only 5 EL students this year, so they did not have an ELAC Charter School has held 6 Parent Teacher Organization (PTO) meetings this year. Charter School has held more than 5 parent activities/events this year. Teachers update SIS records daily/weekly. Charter School has sent 3 progress reports/cards to parents in 2015-16 so far and will have sent a total of 4 progress reports/cards by the end of the school year. With the reductions in staff, the change in location, and the distance of the school site from student's homes, fewer home visits than anticipated were made this year, but staff conducted more on-campus family meetings. Priority 5: Charter School maintained an ADA rate of 91.64% in 2015-16. ADA was lower than anticipated this year because the site relocation made it more difficult for parents to get students to the school site. All students were dependent on some form of vehicle transportation to school (school bus or private car), which led to more frequent absences. In addition, our middle school attendance rate was much higher than our high school attendance rate. We had attendance issues with a number of high school students, and the small size of the school meant that a few students with frequent absences had a huge impact on our overall ADA. Goal, actions, and services will be maintained. Charter School will continue to provide a safe environment and encourage and support student attendance. Charter School maintained a chronic absenteeism rate of 1% in 2015-16.			
	 Parent participation rate in the school experience survey will be at least 25%. Staff participation rate in the school experience survey will be at least 90%. 		 Charter School maintained a high school dropout rate of 0% in 2015-16. Because of the school's uncertainty around facilities and late relocation in 2015, the high school enrollment has been very unstable. Only 3 of the 11 seniors have been with the 			

 Approval rating on school experience surveys of students, parents, and staff will be 85%. 	pe at least school all four years of high school.	
	Priority 6:	
	Charter School maintained a student suspension rate of 1% 2015	5-16.
	■ Charter School maintained a student expulsion rate of 0% in 201	15-16.
	Student participation rate in the school experience survey is 66%	% in 2015-16.
	Staff participation rate in the school experience survey is 71% in	ı 2015-16.
	 Approval rating on school experience surveys in 2015-16: 	
	Students: 65% Staff: 70%	
LCAI	NP Year : 2015-16	
Planned Actions/Services	Actual Actions/Services	
Budgete Expenditu		Estimated_Actual Annual Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	
Scope of service:	Scope of service:	
<u>✓</u> ALL	✓ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	
Scope of service:	Scope of service:	
<u>✓</u> ALL	<u> ✓ ALL</u>	
OR:Low Income pupilsEnglish Learners	OR: Low Income pupils English Learners	
Foster YouthRedesignated fluent English proficient	Foster YouthRedesignated fluent English proficientOther	
Other Subgroups:(Specify)	Subgroups:(Specify)	
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	
Scope of service:	Scope of service:	
<u>✓_</u> ALL	<u>✓</u> ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.		Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	\$8,000		\$8,000
Priority 3: Charter School will provide parents with access to course material, homework	SIS fees	Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web	SIS fees
assignments, projects, and records of students' grades through SIS, an online web portal.	5822 – Other Professional Services	portal.	5822 – Other Professional Services
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>√</u> ALL	_
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	-
Priority 3: Charter School will communicate with the parents of academically low-achieving students.		Priority 3: Charter School will communicate with the parents of academically low-achieving students. Output Description:	
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.		Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	
Scope of service:		Scope of service:	
_✓_ALL		<u>✓_</u> ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.		Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families. Academic and socio-emotional support will be provided to address student needs.	
Scope of service:		Scope of service:	
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.		Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	
Scope of service:		Scope of service:	
ALL OR:		✓ ALL OR:	
Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.		Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	
Scope of service:		Scope of service:	
ALL		<u> </u>	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	\$3,750.00		\$3,750.00
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely	FuelEd course fees	Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely	FuelEd course fees
high school graduation.	4325 Instructional Materials and Supplies	high school graduation.	4325 Instructional Materials and Supplies
Scope of service:		Scope of service:	
<u></u> ✓_ALL		<u></u> ✓_ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.		Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	
Scope of service: ALL OR:		Scope of service: ALL OR:	
Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)		Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	
Scope of service: _✓_ALL		Scope of service: ✓ ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.		Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	
Scope of service:		Scope of service:	
✓_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)		✓_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
	\$1,000		\$1,000
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	Survey expenses	Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff. Output Description:	Survey expenses
	5822 Other Professional Services		5822 Other Professional Services
Scope of service:		Scope of service:	
_✓_ALL		<u></u> ✓_ALL	

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Charter School will prosupport will be provid Charter School will col Charter School will col	ntinue to provide opportunities for parent involvement. Expenditure amount will be adjusted base number of home visits. ovide a safe, nurturing, and engaging learning environment for all our students and families. Acade led to address student needs. Intinue to offer 4-year academic plans, credit recovery classes, and monitor for timely high school go intinue to assess its suspension policies and procedures and encourage positive student behavior a intinue to administer school experience surveys to students, parents, and staff. Charter School will	emic and socio-emotional graduation. nd improvements.

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:

\$49,823

Charter School's identified amount of funds in the LCAP year is approximately \$35,936. These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students.

Charter School will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, positive behavior support, and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils:

Low income pupils:

Actions and services:

- Charter School will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements.
- Charter School will provide resources for increased outreach efforts to low income families including home visits and meetings.
- Charter School will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources.
- Charter School will provide targeted assistance to low income students in career/college readiness activities and guidance.
- Charter School will provide STEM related courses, clubs, field trips, competitions, and other activities to promote STEM.
- Charter School will provide bullying prevention training.
- Charter School will provide/pilot programs to provide explicit social/emotional instruction.

Anticipated expenditures: \$35,000

- Afterschool programs
- Home visits
- Parent trainings
- Career/college readiness activities for low income pupils

Foster youth:

Actions and services:

- Foster youth will receive educational counseling.
- · Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- Charter School will improve communication with foster guardians.

Anticipated expenditures: \$20,000.00

Guidance/PSA counselor

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- Charter School will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- Charter School will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- Charter School will provide additional teaching sections of EL intervention courses.
- Charter School will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- Charter School will provide culturally and linguistically relevant materials for students.
- Charter Scholl will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- Charter School will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- Charter School will regularly review progress towards targets.
- Charter School will provide additional supports and interventions, as needed.

Anticipated expenditures: \$55,000.00

- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPs).

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

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

3.51 %

Charter School Proportionality Calculation:

Charter School's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. The Charter School addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

- (2) The total number of cohort members.
- (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).